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ABSTRACT

This manual details a curriculum planned to accommodate an interdisciplinary approach and includes a calendar of activities to illustrate the manner of handling interrelated instructional materials. There are four divisions: general information, education, sociology, and mental health. General information includes a description of the program, guidelines for establishing a program, and performance criteria. Teacher education includes information on purposes and objectives, the focus and function of a teacher, the teaching-learning process, the analytical study of teaching, and teaching strategies--developing plans, stimulating pupil responsibility, responding to pupils, individualized instruction, and reaching tentative conclusions. Sociology includes life in the inner city, urban school organization, socio-culture aspects of the inner city, developing teaching strategies, and deviant behavior. Mental health includes eight psychoeducational and four group process seminars: determinants of behavior, mental processes in learning, internal motivations of behavior, striving for autonomy, external influences on behavior, case study, information sheets, report outlines, senstitivity session, structure of a viable group, personal and interpersonal awareness, and interdependence in problem solving. (MBM)

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Program Manual

Cooperative Urban Teacher Education

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COOPERATIVE URBAN TEACHER EDUCATION PROGRAM MANUAL

FOREWORD

Developed by Mid-continent Regional Educational Laboratory, the Cooperative Urban Teacher Education program was devised to provide cultural orientation for potential inner-city teachers as well as to increase the quantity of their training which deals specifically with educational problems common to an inner-city classroom and low income environment. Three years of development and testing have preceded the compilation of this manual which now contains the basis for establishing and maintaining an urban teacher education program by interested educational institutions.

Although not intended as a panacea for the ills of urban schools, this manual does offer a tested solution to the preparation of teachers which will reduce much of the friction which has occurred in our time from sheer lack of understanding the cultures and problems of our minority groups. Users may wish to vary the instructional procedures found here. If so, they should make their changes with the recognition that results also may vary.

This manual and the work which went into it are based on the assumption that schools should contribute to our democracy. The continuing changes in our society brought about by the speed of technological development rapidly invalidates our "facts" and increases the necessity to prepare pupils to make intelligent decisions based on new evidence which they must be trained to gather. In a democracy effective education must meet this obligation. Instead of learning to accept passively the pronouncements of the teacher, pupils must be encouraged to question, search and reflect. In short, they must be wakened to their individual responsibility for their own intellectual, social and emotional development.

This assumption has obvious implications for a teacher's training. A teacher cannot regard himself as the source of all knowledge nor the guardian of the status quo nor the architect of an ideal future social order. Neither is his role only that of an interested bystander who coordinates his pupils' creative endeavors; he must present information, raise new questions and help pupils reach conclusions in harmony with the available information. He becomes the director of a continuing research effort in which pupils share an increasing responsibility.

The curriculum this manual proposes is one based on the principles suggested by research activities at the University of Texas Research and Development Center. This curriculum has been planned to accommodate an interdisciplinary approach and has been evaluated on this basis. The suggested calendar of activities in the following section illustrates the manner of handling interrelated instructional materials. The user should refer to this section to get a clear picture of the interdisciplinary approach. Although these instructional materials may be used piecemeal, again the user is cautioned not to expect the same results as those the entire program offers.

Grant Clothier

GRANT CLOTHIER, (Ed. D.)
Coordinator, Inner City Teacher Education Program

Mid-continent Regional Educational Laboratory
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Kansas City, Missouri 64106
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COOPERATIVE URBAN
TEACHER EDUCATION
PROGRAM MANUAL

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Contributed to program development Even though only Laboratory staff members authored this manual, the cooperation and ideas offered by staff members at the Wichita and Oklahoma test sites contributed much to the development of the Cooperative Urban Teacher Education program. Special recognition goes to Dr. Marl Cornelius, Oklahoma City, and Dr. John Valuzek, Wichita, whose techniques are used in the Group Process Seminars described in the Mental Health Section.

* * * * *

SECTION General Information

SUBJECT INDEX

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Information retrieval for this manual is achieved by a coding system using an abbreviated title for each of the manual's 4 divisions and numbers which designate sections and subjects.

The 4 divisions:

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EDU-100 Education
SOC-200 Sociology
MH-300 Mental Health

Consecutive numbers are used to indicate each additional section and each new subject is indicated by -1, -2, -3, -4, etc.

Therefore, EDU 101-1 is the first section and subject for the division Education. The UNIT PLAN carries the number -1, while the subjects -2, -3, -4, etc., enlarge upon specific activities described in the unit plan.

*UNIT PLANS include Activities, Performance Criteria and Bibliography.

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GEN 002

SECTION General Information

SUBJECT McREL'S COOPERATIVE URBAN TEACHER EDUCATION PROGRAM

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THE SETTING:

INITIAL DEVELOPMENT activities of this program were carried out in Kansas City, Missouri. Headquarters for the project were located in an inner-city elementary school building made available by the Kansas City Public School District. According to the 1970 census, the population of Kansas City is 495,400. The school district had an enrollment at the beginning of the 1970-71 school year of 70,756. Of this number 50.2 percent were black. Mexican-American and Italian-American pupils constitute smaller ethnic minority groups.

FOLLOWING MARTIN LUTHER KING'S death in 1968, Kansas City was the scene of major racial disturbances. In 1969 serious disruptions of school activities occurred in one area of the inner city for a period of several months sparked by the firing of an uncertified teacher. Parents withheld pupils from school and vandalism became a regular occurrence.

During the past year tensions have eased somewhat although outbreaks of violence in secondary schools have been recorded. Kansas City is faced with most of the inner-city problems found in the major metropolitan centers of our nation but these problems have not quite reached crisis proportions.

SCOPE OF THE PROGRAM:

THE PROGRAM IS DESIGNED for one 16-week semester in which students normally enroll for student teaching. Although the designation of course credit is left to the discretion of each participating institution, the content of the program clearly justifies credit in the general areas of sociology, psychology or mental health, general teaching techniques and student teaching. The manual is designed to prepare teachers for teaching kindergarten through grade 12.

SELECTION OF PARTICIPANTS:

RECOMMENDATIONS Since no tenable screening criteria for inner-city teachers were available to the developmental staff, admission was on a voluntary basis (the percent of blacks volunteering slightly exceeding the national average). Students were admitted on the recommendation of their parent institution. However 8 consecutive semesters of CUTE students have taught the Kansas City staff that intelligent recruiting and screening can product a better and more sincere student teacher.

SELECTION OF PARTICIPANTS: (Cont'd.)

Now that the CUTE program has become financially self-sustaining, the developmental staff recommends:

1. Recruiting by means of posters and informed college counselors who have accurate information about the scope and demands of the program.
2. Advising these counselors that CUTE is only interested in serious students who are willing to work.
3. Raising the tuition to a higher but reasonable fee which non-serious students will hesitate to pay. In Kansas the students now pay $250 for a semester as opposed to $125.00 during the first 7 semesters.
4. Obtaining a realistic mixture of cultures among the student teacher group including other minorities whenever such students are available among qualified applicants. The staff recommends recruiting Chicanos, American Indians and Orientals especially in regions where these minorities are found.

HISTORY:

In February, 1966 the American Association of Colleges for Teacher Education (AACTE) presented its Distinguished Achievement award to Central Missouri State College for the Inner City Teacher Education project, a joint venture between the college and the Kansas City, Missouri public schools.

Shortly thereafter, the director and originator of the Central Missouri State College Inner City Teacher Education project, Dr. Grant Clothier, joined the newly organized Mid-continent Regional Educational Laboratory.

The same year the AACTE received a grant from the U. S. Office of Education under Title XI of the National Defense Education Act to organize the Institute for Advanced Study in Teaching Disadvantaged Youth.

Shortly after joining the Laboratory, Dr. Clothier met with representatives of private liberal arts colleges interested in the problems of urban education and representatives from the Kansas City, Missouri and Kansas public school systems. These representatives desired to develop a cooperative program and further, to submit a proposal to the NDEA Institute for development funds.

The Cooperative aspects of the program were to be based on the Urban Semester program model developed by the Associated Colleges of the Midwest. The Inner City Teacher Education pro-

HISTORY: (Cont'd.)

ject of Central Missouri State College served as a prototype for preliminary thinking concerning program activities.

The program was financed by a planning grant from the NDEA Institute for Advanced Study in Teaching Disadvantaged Youth; a grant from the Danforth Foundation; tuition rebates by participating colleges; and support from the two Kansas City public school systems, Mid-continent Regional Educational Laboratory and the Multi-Purpose Training Center at the University of Missouri at Kansas City.

In the fall of 1968, the Danforth Foundation provided an additional two-year grant to expand field-testing to Wichita and Oklahoma City. In 1971 the Omaha public school system decided to establish CUTE in Omaha, Nebraska. The program is being financed by the school system and tuition rebates from participating colleges and universities. Most recently Cooperative Urban Teacher Education was cited by the U. S. Commissioner of Education in the *The Education Professions*, 1969-70. The annual report named CUTE as one of three innovative programs attempting to solve the problem of educating students from low-income families. The Cooperative Urban Teacher Education program received an award for distinguished achievement in teacher education from the AACTE in 1970. In August of the same year, CUTE was selected for presentation to college presidents, deans, administrators and faculty members concerned with teacher education at the AACTE's School for Executives.

REFERENCES:

MORE DETAILED INFORMATION about the development of the program may be obtained from the Mid-continent Regional Educational Laboratory. Copies of the evaluation instruments may also be obtained from the Laboratory with the exception of the "Minnesota Teacher Attitude Inventory" which is published by the Psychological Corporation, New York, New York.

Following is a list of available information describing development of McREL's Inner City Teacher Education program. The purchase price is to recover printing costs. A 20% discount may be applied to orders for 10 or more copies of a book. They may be ordered from the address below.

Innovation in the Inner-City (January 1969). A report of the first year's development of McREL's Cooperative Urban Teacher Education program for the disadvantaged. Seventy cents.

Cooperation: A Key to Urban Teacher Education (June 1969). A report on the operations of school systems, colleges and other agencies necessary to

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REFERENCES: (Cont'd.)

operate an inner-city teacher education program. (May be obtained through the ERIC Clearinghouse on Teacher Education, Number One Dupont Circle, N.W., Suite 616, Washington, D.C. 20036.

Preparing Teachers for Urban Schools: An Annotated Bibliography for Teacher Education (August 1969). A selective reading list for undergraduate teacher education candidates preparing to work in inner-city schools. (May be obtained through the ERIC Clearinghouse on Teacher Education, Number One Dupont Circle, N.W., Suite 616, Washington, D.C. 20036.

Cooperative Urban Teacher Education Graduates—A Follow-up Study of 1967-68 (November 1969). A report dealing with the question—What happens to the students who graduate? (The graduates are the participants of the Kansas City CUTE program for the 1967-68 school year). Fifty-five cents.

Summary of the Cooperative Urban Teacher Education Evaluation 1968-69 (November 1969). A summary of the 1968-69 evaluation report of the CUTE program operating in Kansas City, Missouri; Oklahoma City, Oklahoma; and Wichita, Kansas. Forty-five cents.

Evaluation Report: Cooperative Urban Teacher Education (CUTE) program, Fall 1969 (March 1970). An evaluation summary for the 1969-70 school year, with each semester being reported separately. Fifty-five cents.

Evaluation Report: Cooperative Urban Teacher Education (CUTE) program, Spring 1970 (March 1971). A continuation of the above report. Fifty-five cents.

Cooperative Urban Teacher Education Graduates—Follow-up Study No. 2, 1967-69. (March 1971) A study of graduate teachers who completed the program one or two years ago. Fifty-five cents.

Now I Have Known Me (Spring 1970). A monograph reporting the steps being taken within the CUTE program to develop good mental health in students. The report includes a log kept by a student teacher. $1.25.

McREL 1970 Annual Report. A description of the Laboratory's programs. Free.

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GEN 003

SECTION General Information

SUBJECT ESTABLISHING YOUR PROGRAM

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GUIDELINES:

ORIGINALLY the Cooperative Urban Teacher Education program intended to recruit students from small liberal arts colleges feeling that this group contained a large untapped source of potential teachers, but small enrollments and adverse finances prevented these colleges from affording such activities individually. In the 3 locations where developmental activities occurred, a consortium arrangement was operated including large state-supported institutions as well. However, the curriculum content of this manual may be used by one college in cooperation with an urban school system.

THE LABORATORY BELIEVES the following guidelines will enable institutions in other regions to form cooperative arrangements for successful inner-city teacher education programs:

STEP 1

INITIATING THE COOPERATIVE CONCEPT It usually will be necessary for one institution to stimulate interest, form tentative plans for group consideration and establish contact with other nearby agencies and institutions.

STEP 2

CONTACTING INTERESTED INSTITUTIONS Initial meetings should include persons who can make commitments for their institutions. Without administrative support, serious consideration of a program is not possible.

STEP 3

ORGANIZING AN ADVISORY COMMITTEE After a group of institutions have committed themselves to support a cooperative inner-city teacher education program, an advisory committee representing these institutions should be formed to function in a policy-making capacity. It should be responsible for developing the program, selecting participants, approving the instructional staff, and determining the general policies guiding program operation. Formation of the committee is the key to the implementation of the program. One such committee was comprised of one representative from each participating school system and institution of higher education selected by the administration of each institution. The committee chose one of its own members as committee chairman.

STEP 4

ESTABLISHING THE PROGRAM The following major problems will be faced by nearly every group:

STEP 4 (Cont'd.)

Financial Support Early in the development process each institution must agree to assume an equitable share of the financial burden. Contributions may include tuition reimbursement, use of school facilities, support from foundations or governmental sources or joint use of faculty members from participating institutions.

Student Participation Participating institutions must agree on policies governing admission to the program. Since student teaching is an integral part of the program, students obviously must meet educational requirements of their parent institution.

Instructional Staff The advisory committee should select the staff. Since the staff members function as agents of each participating institution, they should meet the standards of these institutions.

Academic Calendar Time allotted for the semester field experience must reflect the calendar arrangements of participating institutions. Dates for beginning and ending semesters usually vary among individual institutions, but a minimum of 16 weeks is essential for effective operation of the program.

Academic Credit Provisions should be made for a full semester of college credit. The advisory committee may wish to standardize credit offered through the program, or it may permit each institution to determine course credit for individual students. Since teacher education course names vary from institution to institution and since students' needs differ, the latter alternative is recommended. Students should participate in all facets of the program regardless of credit actually received.

Curriculum Content The advisory committee should be responsible for approving curriculum content. Ideally the program should include the basic mental health, sociology and teacher education material contained in this manual.

Facilities The program should be located in, or adjacent to, inner-city educational facilities. It is advantageous to house students in one centralized location. Such housing enhances interactions among students and establishes them in an environment consistent with their experiences.

Student Costs The program expense to students should not exceed the cost of a comparable period on campus.

STEP 5 **COOPERATION FROM NONEDUCATIONAL ORGANIZATIONS** A successful inner-city teacher education program must draw heavily on the resources of the urban community. A staff member should contact the many noneducational organizations involved in the inner city and secure their cooperation for the activities outlined in this manual.

STAFF MEMBERS: **ACADEMIC BACKGROUND** Personnel responsible for operating an inner-city teacher education program will be instructing college students; therefore their academic qualifications must be in harmony with college standards. The master's degree is generally the minimum academic requirement. Because the program is field-centered, informal and flexible in its organization, some special qualifications are highly desirable.

FLEXIBILITY All staff members must feel comfortable working as a part of an instructional team. They should be able to adapt their teaching to meet unexpected occurrences. The urban setting provides unusual opportunities each semester. Crises in urban affairs occur regularly, and instructors must be able to adapt curricular content to meet situations arising from these events.

INNER-CITY TEACHING EXPERIENCE Participating students view such experience as an essential prerequisite for the teacher education staff and the likelihood of community acceptance is greatly enhanced if the staff has such a background.

EXPERIENCED SOCIOLOGIST The sociologist must be field-oriented and have a working knowledge of urban sociology. Noneducational community agencies usually cooperate in field experiences. A tremendous amount and variety of sociological activities are available in the inner city. The sociologist must be aware of these opportunities.

MENTAL HEALTH ORIENTATION Although the mental health instructor need not be a practicing psychiatrist, his psychological orientation should be compatible with this approach if the mental health material in the manual is to be of value to him.

FAMILIARITY WITH PROGRAM CONTENT The content and techniques described in this manual represent a synthesis of outstanding procedures for preparing inner-city teachers. If the program is to be successful, the instructional staff must be familiar

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STAFF MEMBERS: (Cont'd.)

with these procedures. It would be helpful for prospective staff members to spend a semester as a part of an operational team, where this is possible.

SELECTION OF COOPERATING TEACHERS Over 85 percent of the Kansas City graduates felt that there should be a better selection of cooperating teachers. Over 50 percent commented that their cooperating teachers appeared unreceptive to the CUTE program and did not seem to understand its objectives. Teaching experience in inner-city schools is not sufficient criterion for selection if a teacher is unsympathetic to inner-city people and their needs.

BUDGET:

DIFFERENCES IN SALARY SCALES across the country make the cost of implementing this program vary considerably. The extent to which cooperating institutions are willing to contribute facilities, equipment and staff time further affect implementation costs.

THE LABORATORY HAS FOUND public schools generally have been willing to provide physical facilities for initiating programs. Thus personnel and equipment costs have constituted the major items of expense. A representative budget for these items during the 1970-71 academic year in the Mid-continent region follows:

ESTIMATED EXPENSES—

Personnel:	
Director/Elementary Education Specialist (1 person).	$16,000.00
Secondary Education Specialist	14,000.00
Sociologist (1/2 time)	7,500.00
Mental Health Specialists (part-time)	5,000.00
Secretary	5,000.00
Benefits (15%)	7,185.00
Cooperating Teachers (60 at $80 ea.)	4,800.00
Conferences:	
Orientation (2 per year)	1,000.00
Transportation:	
Recruiting, Supervision, Field Experiences	750.00

BUDGET:
(Cont'd.)

Office Equipment: Desks, typewriter, file cabinets, duplicating machine	2,500.00
Office Supplies:	500.00
Communication Costs:	500.00
Video Equipment: (1/2", 2 complete units) and 16 mm film projector	2,750.00
Books and Program Materials:	1,000.00
TOTAL	$68,485.00

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SECTION General Information

SUBJECT PERFORMANCE CRITERIA

Summary: How the Laboratory staff established the performance criteria for evaluating the program's participants is given here as a guide to those using the manual who wish to evaluate their own program.

PROGRAM PARTICIPANTS:

TARGET POPULATION for the Laboratory's program consisted of college seniors who were ready to do student teaching and who were interested in teaching in inner-city elementary or secondary schools.

OBJECTIVES FOR TEACHERS By the end of the program the prospective teacher was able to:

- Understand both his own and his pupils' attitudes, insecurities, anxieties and prejudices.
- Understand both his own and his pupils' environment and culture.
- Be knowledgeable of and competent in reflective teaching methods for inner-city learners.

SUGGESTED EVALUATION MEASURES:

FOUR EVALUATION MEASURES were selected by the staff in order to collect data which would indicate the effects of the program on students. A brief statement follows on what the instruments are designed to measure. More detailed information can be found under Evaluation Instruments, page 6 of this section.

MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI) To measure those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships and indirectly how well satisfied he will be with teaching as a vocation.

CULTURAL ATTITUDE INVENTORY (CAI) To measure teacher compatibility in culturally deprived schools.

TEACHER SITUATION REACTION TEST (TSRT) To assess a person's perceptions of the kinds of teacher behavior which are appropriate in a variety of classroom circumstances.

McREL INTERACTION ANALYSIS (MIA) To record teacher-pupil verbal interaction in the classroom.

23/24

GEN 004

McREL COOPERATIVE URBAN TEACHER EDUCATION PROGRAM MANUAL

SUBJECT Performance Criteria

SECTION General Information

SUGGESTED PERFORMANCE CRITERIA:

AT THE END of the program the prospective teacher should score:

1. 40 or more on the MTAI.
2. 190 or more on the CAI.
3. 480 or more on the TSRT.
4. .1% or more on category 1 of the MIA.
5. 2% or more on category 2 of the MIA.
6. 2% or more on category 3 of the MIA.
7. .1% or more on category 41 of the MIA.
8. 6% or less on category 6 of the MIA.
9. 3% or less on category 7 of the MIA.
10. 1% or more on category 12 of the MIA.

ESTABLISHING CRITERIA:

THE FOLLOWING information from authors of these tests was used to determine the above suggested performance criteria.

MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI)

PERCENTILE RANK EQUIVALENTS
FOR RAW SCORES ON THE MTAI FOR
GRADUATING EDUCATION SENIORS (B. ED.)

Rank	Early Childhood	Elementary	Secondary Academic	Secondary Nonacademic
99	118	118	116	107
95	112	113	107	101
90	106	108	101	96
80	100	100	90	85
75	97	96	86	80
70	94	93	82	76
60	88	88	74	71
50	83	82	68	67
40	77	73	62	62
30	72	64	56	54
25	69	59	53	49
20	64	55	49	44

ESTABLISHING CRITERIA: (Cont'd.)

Percentile Rank Equivalents, (Cont'd.)

Rank	Early Childhood	Elementary	Secondary Academic	Secondary Nonacademic
10	52	41	37	30
5	45	31	23	14
1	4	11	4	-11
N	108	150	237	185
Mean	80.4	77.4	67.8	63.3
SD	22.6	24.7	24.3	25.4

CULTURAL ATTITUDE INVENTORY (CAI) Skeel (1966) reported that on her 48-item CAI mean score for 119 elementary education majors, prior to the student teaching experience, was 183.68; the standard deviation, 9.78.

TEACHER SITUATION REACTION TEST (TSRT) Because the form utilized in the evaluation of this program is a slightly modified version of the original instrument, the performance criterion was established arbitrarily by the evaluation staff.

McREL INTERACTION ANALYSIS (MIA) Information from Amidon and Flanders relative to the following categories making a distinction between direct and indirect teachers was used.

Category 1: Little difference in the use of this category is found between direct and indirect teachers. Indirect teachers may use up to .5%, while direct teachers usually use less than .1%.

Category 2: Direct and indirect teachers seem to use practically the same number of statements fitting into Category 2. The average amount of praise used is about 2% of the total time of the classroom interaction.

Category 3: Only about 2% of the tallies of direct teachers fall in Category 3, but about 9% of indirect teacher statements fall in this category.

Category 6: Direct teachers use about 8% and indirect teachers only 4% of the total interaction time in giving directions.

Category 7: The direct teacher employs criticism about 5% of the time and the indirect teacher less than 1% of the time.

ASSESSING THE PROGRAM:

BY CALCULATING the percentage of students who meet the performance criteria on the evaluation measurements it is expected that the higher the percentage, the more effective the program (See chart page 5.)

FOLLOWUP STUDY The Laboratory staff suggests these questionnaires as part of a followup study on the student teacher graduates.

NOTE: Questionnaires and forms are available from the Inner City Teacher Education Program, 104 E. Independence Ave., Kansas City, Missouri 64106.

1. Cooperative Urban Teacher Graduate Questionnaire is a 4-part questionnaire which requires that the graduates give their views on various aspects of the program.
2. The Questionnaire for Principals and Supervisors shows indirectly what kind of teachers the program prepares for inner-city schools. The students are rated by their principal or supervisor according to above average, average or below average.
3. The Questionnaire on Employment Status has been used to determine whether the program actually provides inner-city schools with qualified teachers and indicates the retention power of graduates teaching in the inner city.

STUDENT LOGS Student teachers keep a daily record of their reactions to the program to help determine where adjustments can be made in the program.
See MH 300-3, Student Logs.

OTHER SUGGESTED methods for a followup study include:

1. Determine the number of graduates who express pleasure in teaching inner-city children. Because of training in the program, the graduates are expected to understand inner-city children better and therefore like them more, than do those teachers who have no such training.
2. Measure the change in pupils who have been taught by the student teacher graduates. It is expected that pupils will learn more from graduates who participated in such a program as this because of the understanding and skills in reflective teaching the graduates would have learned.

NOTE: Methods and questionnaires for these two suggestions have not been devised as of the present by Laboratory staff.

PERFORMANCE CRITERIA MET BY CUTE STUDENTS

GROUP	SEMESTER	TOTAL STUDENTS	MTAI				CAI	TSRT	MIA CATEGORIES						
			elementary		secondary				(1)	(2)	(3)	(41)	(6)	(7)	(12)
			number	%	number	%									
Kansas City 1	Fall 1967	22						82	64	73	82		50	86	
Kansas City 2	Spring 1968	18	9	67	9	67	94	94	28	50	94		56	100	
Kansas City 3	Fall 1968	19	12	50	7	43	95	53	20	70	50		35	90	75
Kansas City 4	Spring 1969	27	11	64	16	50	75	79	7	50	39	32	50	100	82
Wichita 1	Spring 1969	27	14	36	13	62	81	81	15	81	48		93	85	19
Oklahoma 1	Spring 1968	30	30	53			83	87	25	14	57	36	46	86	32
Kansas City 5	Fall 1969	16	8	25	8	38	56	87	6	19	31		44	81	50
Wichita 2	Fall 1969	37	17	65	20	65	92	86	22	73	14		76	81	38
Oklahoma 2	Fall 1969	22	22	36			73	77	18	9	68	9	73	100	14
Kansas City 6	Spring 1970	21	13	69	8	50	71	76	43	90	10	19	71	57	38
Wichita 3	Spring 1970	29	8	25	21	48	83	63	43	67	20		77	67	47
Oklahoma 3	Spring 1970	25	25	54			83	87	9	74	70	9	61	91	17

EVALUATION INSTRUMENTS:

MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI)

The MTAI (Cook, Leeds and Callis, 1951) is a widely used instrument designed to measure those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships and indirectly how well satisfied he will be with teaching as a vocation. It is recommended by the authors as suitable for measuring the effectiveness of a teacher education program.

The MTAI is a Likert scale with 150 five-option items. The options range from "strongly agree" to "strongly disagree," whereas, there are no "right" or "wrong" answers. The test is scored so that item responses keyed "correct" are given a value of +1 and item responses keyed "incorrect" are given a value of -1. Scores may range from -150 to +150.

A teacher ranking at the high end of the scale should be able to maintain a state of harmonious relations with his pupils characterized by mutual affection and sympathetic understanding. The pupils should like the teacher and enjoy school work. The teacher should like the children and enjoy teaching. Situations requiring disciplinary action should rarely occur. The teacher and pupils should work together in a social atmosphere of cooperative endeavor, of intense interest in the work of the day

EVALUATION INSTRUMENTS: (Cont'd.)

and with a feeling of security growing from a permissive atmosphere of freedom to think, act and speak one's mind with mutual respect for the feelings, rights and abilities of others. Inadequacies and shortcomings in both teacher and pupils should be admitted frankly as something to be overcome, not ridiculed. Abilities and strengths should be recognized and used to the utmost for the benefit of the group. A sense of proportion involving honor, justice and honesty is essential. Group solidarity resulting from common goals, common understandings, common efforts, common difficulties and common achievements should characterize the class.

At the other extreme of the scale is the teacher who attempts to dominate the classroom. He may be successful and rule with an iron hand, creating an atmosphere of tension, fear and submission; or he may be unsuccessful and become nervous, fearful and distraught in a classroom characterized by frustration, restlessness, inattention, lack of respect and numerous disciplinary problems. In either case both teacher and pupils dislike school work; there is a feeling of mutual distrust and hostility. Both teacher and pupils attempt to hide their inadequacies from each other. Ridicule, sarcasm and sharp-tempered remarks are common. The teacher tends to think in terms of his status, the correctness of the position he takes on classroom matters and the subject matter to be covered rather than in terms of what the pupil needs, feels, knows and can do.

Normative data in MTAI manual and innumerable studies dealing with reliability and validity are found in Buros' *Mental Measurements Yearbook,* (1953, 1959 and 1965) and the *Handbook of Research on Teaching* (Gage, 1963). The manual also contains evidence which indicates the instrument is only slightly susceptible to attempts to "fake good."

The manual, booklets and answer forms were published by the Psychological Corporation, 304 East 45th Street, New York, N. Y. 10017.

CULTURAL ATTITUDE INVENTORY (CAI)

The Cultural Attitude Inventory (Skeel, 1966) was devised by Skeel to collect data relevant to teacher compatibility in culturally deprived schools. The CAI referred to in this manual was revised for McREL by the author so that the instrument might serve a similar purpose for the Cooperative Urban Teacher Edu-

EVALUATION INSTRUMENTS: (Cont'd.)

cation Program. In the present form, items 18, 34, 42, 44 and 50 are slightly different from those in the original instrument.

The revised CAI is composed of 50 statements, most of them describing the behavior of culturally deprived children. The items are scored on a 5-point scale depending on the subject's agreement with a statement. Possible total scores, therefore, range from 250 (culturally compatible) to 50 (culturally incompatible).

Skeel (1966, page 52) reports the reliability of the original instrument as computed by the Kuder-Richardson formula of internal consistency to be .46, N=190. She states that her study supports the notion that the CAI can be useful in identifying those students teachers who should be able to work effectively with culturally deprived children (Skeel, 1966, page 74).

TEACHING SITUATION REACTION TEST (TSRT)

The Teaching Situation Reaction Test (Duncan and Hough, 1966) is a pencil-and-paper simulated teaching situation which is intended to assess a person's perceptions of the kinds of teacher behavior which are appropriate in a variety of classroom circumstances such as course planning, handling restlessness and inattention, handling conflict between two students, handling conflict between a student and the class as a whole, working with shy students, etc. The form referred to in this manual is a slightly modified version of the instrument which has been under development by Duncan, Jough and others over the past ten years.

A very adequate description of the TSRT may be found in Duncan (1966). Briefly, the latest form of the TSRT is a 48-item test intended to measure a construct consisting of the following dimensions: (1) the type of teacher classroom control—indirect versus direct; (2) the classroom relationships the teacher has with students—student centered or teacher centered; (3) the approach the teacher takes to classroom problem solving—objective versus subjective; and (4) the approach the teacher has toward classroom methodology—experimental versus conservative.

The form referred to here consists of 44 items which require the student to respond to an inner-city classroom situation by ranking a set of 4 teacher behaviors as to their appropriateness in light of the situation. Student responses are scored (by a key

EVALUATION INSTRUMENTS: (Cont'd.)

which reflects agreement with the construct underlying the instrument) according to the procedures suggested by Remmer, Gage and Rummel (1965, p. 261). Under these procedures a subject's score may range from 0 (total disagreement with the key) to 880 (total agreement).

Duncan (1966) reports a test-retest reliability of .84, with 84 preservice teachers at the Ohio State University after an interval of 8 days. The author also reports 2 studies which indicate the unmodified instrument to be fake-resistant.

Studies reported by the test authors suggest that the test will predict student teaching grades as well as teacher performance. These include subject matter competence, teacher-pupil relationships, ability to manage classroom situations and human relation skills as measured on the Barrett-Lennard Relationship Inventory.

Weber (1968) reports significant correlations between the 48-item TSRT and McREL's 44-item modification (.92, N=30, 44-item test—48-item retest; and .94, N=30, 48 item test—44 item retest) indicating a relationship between the two forms which is extremely high.

McREL INTERACTION ANALYSIS (MIA)

The McREL Interaction Analysis is a modification of Flanders' 10 category teacher-pupil interaction system which is the most widely used classroom observation device. This system can be used "live" by an observer coding in the classroom and does not require tape recording for later coding.

Despite the small number of categories, this system has proved useful in research and teacher training, in part because of the sophisticated manner in which the observation data are presented. The matrix technique, developed by Flanders, allows for the preservation of the sequential nature of the data which means that a reader can tell from looking at a matrix what preceded and what followed every verbal behavior of both the teachers and the pupils.

This system has been used in many different types of research. In general, the results are similar in both field and experimental studies. Indirect teaching relates more than direct teaching both to positive pupil attitudes, to pupil cognitive growth as measured by achievement tests and to I.Q. scores in primary grades. The more the teacher accepts and encourages pupils in contrast to directing or criticizing them the more pupils seem to learn and the better they like it.

EVALUATION INSTRUMENTS: (Cont'd.)

THE MIA HAS 14 CATEGORIES

1. Teacher accepts feeling.
2. Teacher praises or encourages pupil.
3. Teacher accepts, clarifies or uses ideas of pupil.
4. Teacher asks straight questions.
41. Teacher asks probing questions.
5. Teacher gives information or lectures.
6. Teacher gives directions to pupils.
7. Teacher criticizes or justifies authority.
8. Pupil responds to teacher initiated questions.
81. Pupil reads aloud teacher assignment.
9. Pupil initiates talk.
10. Constructive activity without distinct observable interaction.
11. Disruptive silence or confusion which does not direct activity to an acceptable learning objective.
12. Different pupil talking following a first pupil speaker.

THE VERBAL BALANCE in this modified system is divided into 2 major categories: teacher talk (Categories 1-7) and pupil talk (Categories 8-9, 12). In addition, teacher talk can be classified as direct (Categories 5-7) or indirect (Categories 1-41). A teacher's direct statements minimize the freedom of the pupils to respond; whereas, a teacher's indirect statements maximize the freedom of the pupils to respond.

THE I/D RATIO (the ratio of the number of tallies in Categories 1-41 to the number of tallies in Categories 1-7) reflects the relative number of indirect and direct teacher statements. An I/D ratio of .33 means that for every 2 direct statements there is only 1 indirect statement. The revised I/D is calculated without Categories 4, 41 and 5, and indicates whether the teacher is direct or indirect in motivation and control.

TRAINING OBSERVERS Observers should be trained until inter- and intra- observer reliability coefficients are consistently above .85.

These coefficients are calculated by a formula proposed by Scott (1955):

$$\pi = \frac{Po-Pe}{1-Pe} \quad (1)$$ where Po

EVALUATION INSTRUMENTS: (Cont'd.)

is the proportion of agreement, and Pe the proportion of agreement expected by chance which is found by squaring the proportion of tallies in each category and summing these over all categories:

$$Pe = \sum_{i=1}^{K} P_i^2 \quad (2)$$

In formula (2) there are K categories and P_i is the proportion of tallies falling into each category. π, in formula (1), can be expressed in words as the amount that two observers exceeded chance agreement divided by the amount that perfect agreement exceeds chance. For intra-observer reliability each observer's reliability is calculated by using the average of all observers (including his own) as the second set of data.

TRAINING KITS can be ordered from Association for Productive Teaching, 5408 Chicago Ave. S., Minneapolis, Minnesota 55417, Phone (612) 827-4393 and/or read Flanders, *Interaction Analysis in the Classroom:* A Manual for Observers, University of Michigan, Ann Arbor, Michigan, Revised Ed. 1966.

See Analytical Study of Teaching—McREL Interaction Analysis Observation, EDU 103-2, and McREL Interaction Analysis Matrix, EDU 103-3.

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SECTION General Information

SUBJECT CALENDAR

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Summary:

The first 8 weeks of the 16- week program are devoted to seminar activities and observations plus field work. During the last 8 weeks student teaching is done, supplemented by group seminars held twice a week to allow student teachers the opportunity to discuss their problems.

THE FIRST 8 WEEKS:

PLANNING THE CALENDAR The interdisciplinary staff of educationist, sociologist and psychologist meet to plan the calendar of seminars and field work.

FLEXIBILITY is important when planning the calendar so as to allow enough time to cover those subjects of most concern to each new group of student teachers. The opening sensitivity session, the initial classroom observations and the seminar, EDU 101, Focus and Function of A Teacher are standard introduction to the program.

SCHEDULING of education seminars and activities and the mental health seminars is done according to their presentation in this manual. Some variation may be desired depending on the particular needs of the student teachers.

MOST FLEXIBLE The sociology instruction varies the most because of such limitations as availability of panel speakers and convenient scheduling of community visits and field work.

THE WEEKEND LIVE-IN is suggested during the middle of the first 8 weeks since by this time student teachers have become familiar with the inner-city community, the people and their life styles.

FREE TIME should be planned carefully so that student teachers can complete the required field work. **NOTE:** Near the end of the suggested calendar a visit to a children's mental health clinic and work with juvenile delinquents were scheduled following the mental health and sociology seminars of related instruction.

SUGGESTED CALENDAR OF ACTIVITIES

(first 8 weeks)

GEN 005

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st Week	MH 302-2 Sensitivity Session	EDU 101-1 Seminar	OBSERVATION IN ASSIGNED SCHOOLS		
	Begin Student Logs	SOC 201-1 Seminar	FREE TIME	FREE TIME MH 302-3 (4-5:30 p.m.)	EDU 101-1 Discussion
2nd Week	SOC 202-1 Seminar	SOC 202-1 Seminar	MH 301-2 Lecture	EDU 102-1 Seminar	SOC 202-1 Panel
	SOC 202-1 Field Work MH 302-3 (4-5:30 p.m.)	EDU 102-1 Seminar	EDU 103-1 Seminar	EDU 102-1 Seminar MH 302-3 (4-5:30 p.m.)	FREE TIME
3rd Week	EDU 102-1 Seminar	EDU 103-1 Seminar	MH 301-3 Lecture	SOC 203-1 Panel	EDU 104-1 Seminar
	EDU 102-5 Observations MH 302-3 (4-5:30 p.m.)	SOC 203-1 Seminar	EDU 103-1 Observations	SOC 203-1 Role-Playing MH 302-4 (4-5:30 p.m.)	FREE TIME
4th Week	EDU 104-1 Film	EDU 104-8 Microteaching Seminar	MH 301-4 Lecture I	SOC 203-1 Seminar	EDU 104-8 Microteaching Session
	SOC 203-2 Seminar SOC 203-4 Seminar MH 302-4(4-5:30 p.m.)	EDU 104-1 Seminar	FREE TIME	EDU 104-2 Lesson Plans MH 302-4 (4-5:30 p.m.)	FREE TIME
5th Week	EDU 105-1 Seminar	EDU 105-4 Microteaching Seminar	MH 301-4 Lecture II	SOC 205-1 Seminar	EDU 105-4 Microteaching Session
	SOC 203-4 Seminar MH 302-4 (4-5:30 p.m.)	FREE TIME	EDU 105-1 Seminar	FREE TIME MH 302-4 (4-5:30 p.m.)	FREE TIME Week-end Live-In SOC 203-1
6th Week	EDU 106-1 Seminar	VISIT CHILDREN'S MENTAL HEALTH CLINIC	MH 301-4 Lecture III	EDU 106-3 Seminar	EDU 106-4 Microteaching Session
	EDU 106-1 Seminar MH 302-4 (4-5:30 p.m.)		EDU 106-1 Field Work	EDU 106-4 Lesson Plans MH 302-4 (4-5:30 p.m.)	FREE TIME
7th Week	EDU 107-1 Seminar	EDU 107-1 Seminar	MH 301-5 Lecture	EDU 107-1 Seminar	EDU 107-1 Seminar
	SOC 205-1 Interviews	FREE TIME	SOC 205-1 Seminar	EDU 107-1 Film	FREE TIME
	SOC 205-1 Involvement In Juvenile Detention Home Activities (5-8 p.m.)				
8th Week	EDU 108-1 Seminar	EDU 108-1 Seminar	MH 301-6 Lecture	SOC 200-2 Performance Criteria	EDU 108-3 Microteaching Session
	SOC 205-1 Field Work MH 302-4 (4-5:30 p.m.)	FREE TIME	EDU 108-1 Seminar	EDU 108-3 Lesson Plans MH 302-4 (4-5:30 p.m.)	FREE TIME

THE SECOND 8 WEEKS:

DURING THE SECOND 8 WEEKS student teachers do their student teaching. The last 2 days of student teaching are set aside for individual oral conferences.
See MH 300-2 Performance Criteria.

INTERDISCIPLINARY GROUP SEMINARS are held in the afternoons of the first 3 days of student teaching. These seminars called, "Interaction About Concerns," have been incorporated to help the student teachers deal with the pressures which develop when they are suddenly required to take professional responsibility in the classroom.

"INTERACTION ABOUT CONCERNS" seminars give student teachers from both elementary and secondary levels a chance to exchange solutions to unique classroom problems evident during these initial student teaching days. Discussion with the interdisciplinary staff helps student teachers to relate their 8 weeks of seminar experiences to the real situations they are facing now.

GROUP PROCESS SEMINARS Twice weekly student teachers meet with fellow student teachers and mental health specialists to discuss personal and professional conflicts. During these informal sessions the students are allowed to express freely any concerns they may have regarding their own teaching problems, their relationship with their cooperating teacher, the program staff, the school system or the program. These sessions help the student teacher resolve personal anxieties and develop a healthy mental attitude necessary for professional competency.

STUDENT LOGS Reactions are recorded daily, beginning the first day of the program, and are never read by the staff until after the program when these logs are valuable evaluation sources. Both positive and negative recordings should be expected, and are useful in revealing what the participants would suggest as improvements in the program.
See MH 300-3.

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EDU 100-1

SECTION Teacher Education

SUBJECT INDEX

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-3E	Seminar Questions—Development of Teaching Skills—Elementary	1
-4	Microteaching—Probing Techniques	2
	Explanation and Uses	
	Performance Criteria	
-5	Critique Form—Probing Techniques	1
	Positive Behavior	
	Negative Behavior	
	Performance Criteria	
EDU 106	Teaching Strategies—Responding to Pupils	
-1E	**UNIT PLAN*** Elementary	3
-1S	**UNIT PLAN*** Secondary	3
-2	Seminar Questions—Evaluating Teaching Strategies	1
	Discussion Topics	
-3	Seminar Questions—Pupils' Home Environment	1
	Discussion Topics	
-4	Microteaching—Reinforcement	3
	Definition	
	Methods	
	Caution!!!	
	Performance Criteria	
-5	Critique Form—Reinforcement	2
	Identification	
	Positive Nonverbal	
	Positive Verbal	
	Negative Reinforcement	
	Performance Criteria	
EDU 107	Teaching Strategies—Individualized Instruction	
-1E	**UNIT PLAN*** Elementary	3
-1S	**UNIT PLAN*** Secondary	3

		Number of Pag
EDU 107	Teaching Strategies—Individualized Instruction (Cont'd.)	
-2E	Seminar Questions—Individualizing Instruction—Elementary **Discussion Topics**	1
-2S	Seminar Questions—Individualizing Instruction—Secondary **Discussion Topics**	1
-3E	Seminar Questions—Informal Reading Inventory—Elementary **Discussion Topics**	1
-4	Seminar Questions—Social Structure of the Classroom **Discussion Topics**	1
EDU 108	Teaching Strategies—Reaching Tentative Conclusions	
-1E	**UNIT PLAN*** Elementary	2
-1S	**UNIT PLAN*** Secondary	2
-2	Seminar Questions—Validity of Conclusions **Discussion Topics**	1
-3	Microteaching—Achieving Closure **Explanation of Closure** **Examples** **Performance Criteria**	2
-4	Critique Form—Achieving Closure **Instructions** **Methods of Closure**	2
-5	Pupils' Evaluation Form **Instructions** **Questions for Pupils** **Performance Criteria**	1

*Includes Unit Activities, Performance Criteria, Bibliography.

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SECTION Teacher Education

SUBJECT GENERAL INFORMATION

mcrel

Summary: The overall purpose and objectives for the teacher education instruction of the program are given here. The 9 Sections which follow give the details for the activities.

PURPOSE:

SEMINARS, FIELD EXPERIENCES, STUDENT TEACHING The teacher education instruction unit is problem centered and is presented through seminars, field experiences and student teaching. Members of the instructional staff teach as they hope the student teachers will teach. They use inquiry techniques designed to promote independent decision making by the pupils. Interaction analysis, microteaching, child study techniques, case studies, role playing, observation and involvement with children and adults from the inner-city community are integral elements of this instructional method.

INFORMALITY IS THE KEYNOTE of all student-staff relationships. Student teachers are encouraged to question, disagree or ask for clarification of any problem under consideration. Although the teacher education staff is greatly influenced by educators such as Ernest Bayles, Morris Bigge, Arthur Combs, Nathaniel Cantor and Earl Kelley, student teachers are not arbitrarily forced to accept a particular set of educational principles. Students are introduced to a variety of assumptions about the educational process and choose strategies consistent with the teaching-learning assumptions which are most acceptable to them.

FLEXIBILITY IMPORTANT REQUISITE During the 3 years of development and pilot testing, instructional solutions to major problems to inner-city teachers were developed. It was discovered, however, that a rigid "teaching-package approach" is not successful because flexibility is a prime requisite when people of different cultures are working together. Field experiences and seminars should vary according to the experiences and background of each group of student teachers.

CALENDAR The first 8 weeks of the program emphasize field experiences and seminars while the time spent in classroom observation and instruction is gradually increased. Because students teach full time during the last weeks of the program, they have much less time for seminars during this period. While stu-

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PURPOSE:
(Cont'd.)

dent teachers are teaching, they are visited weekly by staff members who schedule individual conferences as often as needed.
See Calendar, GEN 005.

OBJECTIVES:

FOCUS AND FUNCTION OF A TEACHER, EDU 101

To define limits of teacher responsibility.

Acquaint student teachers with support services available to them.

Describe information available from school records.

TEACHING-LEARNING PROCESS, EDU 102

To explore the nature of society:

Democratic, autocratic and laissez faire social behavior.
Indoctrinative and non-indoctrinative teaching approaches.

Understand nature of learner:

Theories about capabilities of the mind, their implications for education.
How one learns: "Behaviorism" and "goal insight" learning theories.
Teaching behaviors in: "Inquiry teaching," "memory level" and "non-reflective" methods.

Be aware of the nature of knowledge:

Diverse philosophical theories about the nature of knowledge and how it is acquired.
Limitations of each theory.
Implications of each for educational practice.
Selecting a view consistent with the student teacher's chosen philosophical framework.

ANALYTICAL STUDY OF TEACHING, EDU 103

To classify verbal behavior of teacher and pupil on McREL Interaction Analysis form in order to ascertain degree of interaction in a specified period.

Provide reliable evidence of classroom behavior.

Enable teacher to analyze his own behavior and compute the the ratio of direct and indirect influence he is using.

**OBJECTIVES:
(Cont'd.)**

TEACHING STRATEGIES—DEVELOPING PLANS, EDU 104

To develop competency in making long- and short-range learning plans.

Learn methods and behavior models consistent with teaching-learning assumptions.

Acquire skills for effective class control.

Increase opportunity for cognitive discovery.

TEACHING STRATEGIES—STIMULATING PUPIL RESPONSIBILITY, EDU 105

To describe personal nature of learning and necessity for interaction and joint participation.

Give experience in resolving cognitive conflict.

Develop skill in "probing" techniques.

TEACHING STRATEGIES—RESPONDING TO PUPILS, EDU 106

To define relationship between discipline problems and teacher insensitivity to pupils' needs.

Introduce alternative techniques for motivating pupils through verbal and non-verbal reinforcement.

Judge effectiveness of teaching strategies by class interest.

Develop skill in using positive reinforcement techniques.

TEACHING STRATEGIES—INDIVIDUALIZED INSTRUCTION, EDU 107

To learn techniques for gathering information about students.

Develop skills in sociometric techniques.

Learn strategies for using pupils' knowledge to enhance individual learning experience.

TEACHING STRATEGIES—REACHING TENTATIVE CONCLUSIONS, EDU 108

To teach pupils to judge a conclusion by the adequacy of evidence and the harmony between conclusion and evidence.

Acquaint teachers with need to question the validity of their own conclusions as well as pupils.

Develop skill in achieving closure.

EDU 101-1

SECTION Focus and Function of a Teacher

SUBJECT **UNIT PLAN**

mcrel

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time/due date: **Seminars, 8 hours; observation in schools, 13 hours; field work, 6 hours.**

Summary: Describes reasonable limits to teacher responsibility; acquaints student teacher with school records and service personnel to help with pupil problems.

UNIT ACTIVITIES:

Responsibility	ACTION
• Instructor	**SEMINAR** Direct analysis of written problems—"Trouble in River City" and "Little Hellyon." **See Seminar Analysis Problems, EDU 101-2, and Handout, EDU 101-3.**
	DIRECT ROLE-PLAYING Divide student teachers by 2's and 3's. Give each group an envelope containing role information for the problems. Each student within the group must pick a card which will identify his role in the problem. **See Role-Playing, EDU 101-4.**
	INTRODUCE MATERIAL from Inner City Simulation Laboratory. **See BIBLIOGRAPHY.**
	SHOW FILMSTRIPS "Orientation to Edison School" and "Orientation to Urban Public Schools." **See Filmstrips, EDU 101-5.**
• Student teachers and trained observers	**TEACHING AND OBSERVATION** in assigned inner-city school. Each student teacher will prepare and teach a 20-minute lesson while his teaching behavior is coded by a trained observer. **See McREL Interaction Analysis Observation, EDU 103-2.**
• Student teacher	**OBSERVATION** Observe in your assigned school and then compare it to a modern school in the system with built-in supportive personnel and be prepared to discuss in class. **See Seminar Questions—Supportive Personnel, EDU 101-6.**

- Administrators of local school system and student teachers — **ADMINISTRATIVE PERSONNEL** of the school district meet with student teachers at board of education building.
  See Seminar Questions—Administrative Procedures, EDU 101-7.

- Instructor — **SEMINAR** Lead a discussion on administrative procedures.
  See Seminar Questions—Administrative Procedures, EDU 101-7.

  PRESENT AND DISCUSS FILMS *Portrait of a Disadvantaged Child: Tommy Knight, Portrait of the Inner-city School* and *A Child Went Forth.*

- Student teachers — **COMMUNITY SURVEY** Make a survey of the community where assigned school is located and plan to discuss it in seminar.
  See Seminar Questions—Community Resources, EDU 101-8.

- Instructor — **SEMINAR** Lead a discussion on community resources.
  See Seminar Questions—Community Resources, EDU 101-8.

PERFORMANCE CRITERIA: At the conclusion of the unit, the student teachers will analyze a problem situation and answer the questions satisfactorily in the judgment of the staff.
See Quiz—"Scared to Death," EDU 101-9.

BIBLIOGRAPHY:

BOOKS

Cantor, N. *Dynamics of Learning*, East Aurora, N. Y., Stewart, 1946, Chapters 3, 5, 11.
Cantor, N. *The Teaching-Learning Process*, New York, Holt, Rinehart, Winston, 1953.
Conant, J. *Slums and Suburbs*, New York, Signet, 1964.
Kaufman, B. *Up the Down Staircase*, New York, Avon Books, 1966.
Smiley, M. B. & Miller, H. L. *Policy Issues in Urban Education*, New York, The Free Press, 1968.

OTHER MATERIALS

Samples of cumulative cards, referral slips, etc.

Inner-City Simulation Laboratory, Science Research Associates, *Orientation to Edison School; Orientation to Urban Public Schools.*

FILMS

Portrait of a Disadvantaged Child: Tommy Knight, McGraw-Hill Textfilms, New York.
Portrait of the Inner-City School, McGraw-Hill Textfilms, New York.
A Child Went Forth, The American Institute of Architects, Educational Facilities Laboratories, and The U. S. Office of Education.

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SECTION Focus and Function of a Teacher

SUBJECT SEMINAR ANALYSIS PROBLEMS

mcrel

Summary: These two simulated inner-city problems are to be analyzed by the student teachers during seminar.

"TROUBLE IN RIVER CITY":

Mable Anderson, recently graduated from Midwest State Teachers College and a professional teacher by act of Missouri, has accepted a teaching position in River City where her husband is employed as an industrial engineer. Mable grew up in a small town with special interests in Girl Scouts and religious activities. Mable enrolled at Midwest at 17, participated in a traditional teacher education program and did her student teaching in a typical college laboratory school. Upon signing a contract with the River City School system, she was assigned to teach fifth grade in an inner-city school.

At the end of the first semester she returned to Midwest Teachers College for a visit with some of the educational staff. She related the following story to her former educational psychology instructor:

> I have a little girl in my class who is sexually fully developed. I noticed that all through the hour, while we were reading our English assignment, she was reading a magazine slipped in behind her reader. I watched for an opportunity and discovered that she was interested in certain diagrams involving the sexual organs of both male and female. I spoke to her knowing that she was not doing satisfactory work either in my class or in other classes. I asked her if I couldn't help her in understanding some of that material. She seemed very frightened and said, "Please don't tell my mom about this!" I said, "What seems to be the trouble, dear?" She said, "My mom would break my neck if she knew I was reading this stuff. She has hollered at me and she said she'd punish me if she ever caught me reading it. Please, please, don't tell her." The child was 12 years old. She would talk to children about friends in her neighborhood who were coming home with babies. That's the one thing she seemed to be interested in. She was a terribly, terribly disturbed child. I knew there was a problem that needed attention. I went to the supervisor and asked her what I was to do. The supervisor didn't seem to be interested. She said, "I don't think we ought to get involved in this matter.

"TROUBLE IN RIVER CITY": (Cont'd.)

This is not a matter for the classroom." So, I said, "Well, it certainly is a matter for someone." And she said, "If you want to, go see the principal." The next day I went to see the principal and I told him about the fact that this little girl needed special attention, and I would like to go with her to her mother. The principal replied to me, "We don't want anymore neighborhood troubles and complaining parents on our hands. We have a bond issue coming up and her mother could cause a lot of trouble. You better let this whole thing alone." Well, I feel very guilty about this, I feel something should be done. I can just see that little girl failing her classes and becoming neurotic and I don't think she ought to be left alone. Somebody has got to give her help. It's gotten so that I no longer enjoy my dinner and I can't sleep nights because I worry about this kid. I simply don't know what to do."

"LITTLE HELLYON":

Pat Clark did most of her student teaching in a first grade class at Quinney School. It was singular that she should be assigned to the same school upon employment and to the same class, now in second grade.

Although Pat considered Darryl a great challenge when she first encountered him, he openly expressed his hostility to her, all adults, his peers, and himself.

As a seven-year-old second grader, his feelings seemed even more deeply entrenched as he defied, rebelled and engaged in negativistic behavior—every hour of the day. Constantly he verbalized to Pat, "I don't like you or anyone else."

Darryl's only satisfying experience was his unusual ability and achievement in reading for which he received well deserved encouragement. "Fanatical" in this area, however, he accepted no sense of direction from Pat and, oddly enough, considered any adult who entered the room his captive audience—often to the dismay of the person as well as Pat.

When he was turned off by the parent, teacher or visitor, Darryl resorted to sullenness, temper tantrums, etc.

Pat used positive and negative reinforcements to cope with Darryl. She praised, smiled and singled him out as a leader . . . She was cynical, harsh, extremely reprimanding . . . She worked with him as an individual . . . She insisted he be a part of the group, only to continue being baffled by his constant disruptions.

"LITTLE HELLYON": (Cont'd.)

Darryl's working mother indicated her inability to cope with his similar actions at home, but she expressed a willingness to cooperate in any way Pat suggested. Since she was the sole breadwinner, she was limited as to how much she could personally be involved.

What is Pat's course of action? She's being consumed with thoughts of Darryl and knows—"Something's gotta give."

QUESTIONS FOR TWO PROBLEMS:

WHAT DO YOU SEE as the fundamental problem?

DOES THE TEACHER have **total** responsibility for what happens? Why or why not?

IS THE TEACHER responsible for the **total development** of the child?

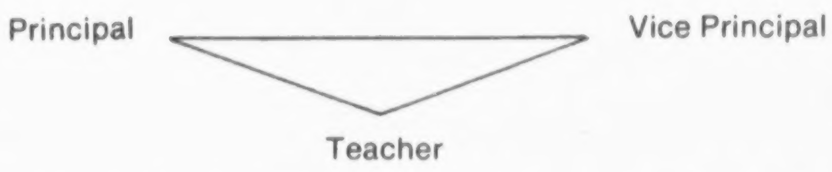
WHAT ARE THE LIMITS of the teacher's job?

CAN WE TENTATIVELY DEFINE the functions of a teacher?

QUESTIONS (Cont'd.)

WHAT SUPPORT PERSONNEL or agencies can assist the teachers? See outline:

Teacher Support Personnel



Other board of education employees are available in most city systems to assist teachers and students:

Out of building helpers:

- Home-school coordinator
- Psychologist
- Pupil service representative
- Consultants: Reading and speech specialist, etc.

In building helpers:

- Nurse
- Counselors
- Custodian
- Clerk

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EDU 101-3

SECTION Focus and Function of a Teacher

SUBJECT HAND OUT—"WHERE WE FAIL OUR TEACHERS"

mcrel

Summary: Condensed from "Where We Fail Our Teachers" by Ruth G. Newman, Ph.D.

DEFINITION OF TEACHER ROLE:

THE QUESTION "Where does my role as a teacher stop? Where am I flowing over into jobs of parents, welfare worker, the therapist? What are my responsibilities and where do they end?"

THE CAUSE This confusion of the role limits, though troublesome in all the service professions, is particularly so among teachers, the more complex and fragmented our society becomes. It stems from the very fact of the preponderance of one-parent families (that parent usually female) and the further fact of the working mother. This is to say nothing of the recognition of educators that, desirable or not, at some level the needs must deal with the causes of child behavior if they are to modify it and achieve their educational goals.

SPECIFIC PROBLEMS IN PRACTICE Theoretical concepts of the "whole" child, the so-called "normal" child and even the "exceptional" child have become established as essential understandings for any teacher today to function. This being so in practice then, "How much," the teacher asks, "do I dip into inquiries about a home situation when I know or feel this is the source of Mary's sulks and apathy or David's reading block?

If I interpret Lucy's theft of Rosa's pencil box as a need to take some of the popularity and serenity of Rosa, am I acting like a teacher or a therapist?

If I insist, knowing Dick will have little to eat at home, that he be fed a snack as he leaves school, am I becoming a social worker?

Do I dare play my hunches or speculate about the dynamics behind Susy's repetitive waterfalls of tears, or Tom's need to hug which turns from hug to stranglehold?"

OUR ANSWER The fact is that "should I" or "can I" or "am I equipped for" falls unto useless speculation. It is a pragmatic fact that these things must be dealt with for the teacher to be

OUR ANSWER (Cont'd.)

able to do her job—for the child to learn, for the group to proceed, for the teacher's basic humanity and sensitivity. How far we go in what context depends on the major goals of the job. For teachers to be afraid to handle behavior or feelings or learning blocks because another profession has presumably got these problems cornered is like a mother rushing a child to the hospital for a cut knee.

THE LACK From our data, to define her limits a teacher needs open and regular lines of communication with those in related disciplines who know the setting in which she operates—the school room. She needs continuing exploration to see if she had better let a specialist handle one behavior or condition while she handles others. Though that specialist be a tutor, welfare worker or a therapist, she will still have to handle the incidents that confront her. She needs help to handle them in a way appropriate to the child, to her group, to the school setting and to her own style of approach. This help in most schools is often either not forthcoming, infrequent, sporadic, too late or too abstract.

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EDU 101-4

SECTION Focus and Function of a Teacher

SUBJECT ROLE-PLAYING

McREL

Summary: The student teacher will consider possible solutions to common inner-city problems through role-playing.

ROLE-PLAYING ACTIVITIES:

Responsibility

ACTION

• Instructor:

DIRECT ROLE-PLAYING

1. Divide students by 2's and 3's.
2. Give each group an envelope containing role information.
3. Each student within the groups must choose a card which identifies his role in the problem situation.

• Student teachers

REGROUP TO DISCUSS EACH SITUATION

1. What do you see as the major problem in each situation?
2. What were your reactions?
3. What is the teacher's function in this particular situation?
4. If the problem requires the teacher to extend the limits of professional responsibility, what are the alternatives?
5. What services by "supportive personnel" might be considered if the problem can't be solved by the teacher?

ROLE-PLAYING INFORMATION:

SITUATION I

Pat Hillman, teacher:

> You're a teacher, who has just given semester grades. You marked one of your most outstanding pupils average because he was absent at least one half his class periods. Your feeling—"How can this pupil, Bobbie, rate as high or higher than those pupils who've been present each day?"

Bobbie, pupil:

> You're a pupil whose absentee record is quite high. You average two absences per week because of babysitting with younger sisters. You've had violent confrontations with your

SITUATION I: (Cont'd.)

Bobbi, pupil: (Cont'd.)

mother about having to stay home, but she insists, "You're smart enough to catch up." Your contributions in class are always outstanding and you are an active participant. When present, you receive excellent ratings on all papers you turn in, but you've just gotten a C for a semester grade and feel you deserve more.

SITUATION II

Gene Mark, teacher:

You're irate about an all-too-frequent occurrence? Dirk has had another fight which—in addition to writing dirty four letter words and drawing obscene pictures—seems to be all he succeeds in doing. You have sent several notes to Dirk's home, but his mother never replies. The few times you had known he was listening in class and you **knew** he knew the answer, he wouldn't even respond when you called on him. You have just called Dirk in for a conference.

Dirk, pupil:

You're sullen and hostile. You're overaged and oversized compared to your classmates. You're retarded in all subject areas. You don't know your father and you "hate" your mother, who has completely rejected you since you're a reminder of "your no-good father." You have just been called in by your teacher because you knocked Stan down after he squealed that you wrote all those dirty words on the building last night. No one seems to love you—no one seems to care!

SITUATION III

Francis Pittman, teacher:

Every time you question or make observations either to Terri particularly or to the class in general, Terri loud-talks you and belittles what you say, "Aw, teach don't know from like—nothing!" The situation has become intolerable because the taunts and exhibitions of disrespect have become more frequent. Terri has just accused you of being prejudiced because you gave low grades to many in the room. Things have deteriorated to such an extent you can no longer overlook Terri, so he has been called in for a conference with you and the principal. You've contacted the parents who have been extremely uncooperative and even seem to egg Terri in a negative direction.

SITUATION III (Cont'd.)

Terri, pupil:

You're "anti" almost everything, but you are especially suspicious and critical of members belonging to a different race than your own. Your parents instilled in you the ideas that, "They don't ever give us a chance . . . What do they care about the poor . . . They don't know and don't care anything about us . . . Never listen to them—they're only interested in you for what they can get from you . . . We don't need people like your teacher working with our kind . . . Your teacher thinks none of us knows anything." You refuse to be reasoned with, and insist the low marks you get are because your teacher is prejudiced. These thoughts obsess you and you have "sold" many of your classmates on the idea that they get poor grades because of their race.

Principal:

A teacher brings a problem child to you for conference. You have not had any indication or been aware of the situation you now find has existed for more than a month.

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SECTION Focus and Function of a Teacher

SUBJECT FILMSTRIPS—
"ORIENTATION TO EDISON SCHOOL,"
"ORIENTATION TO URBAN PUBLIC SCHOOL"

mcrel

Summary: These questions on the 2 filmstrips are discussed during seminar.

DISCUSSION TOPICS:

ENVIRONMENT What would you expect the traffic pattern around Edison School to be like? Why? What problems might result?

What would you expect the housing situation to be like? Why? What school problems might result?

How would this inner-city area compare with middle-income neighborhoods in terms of population, racial or national origin, employment, crime, health, etc.?

AGENCIES What agencies serve inner-city areas? What services are available?

What problems might you face in the classroom, and how might you utilize the services of such agencies?

EDU 101-5

McREL COOPERATIVE URBAN TEACHER EDUCATION PROGRAM MANUAL

SUBJECT Filmstrips—"Orientation
to Edison School"—"Orientation
to Urban Public Schools"

SECTION Focus and Function
of a Teacher

DISCUSSION TOPICS: (Cont'd.)

PEER GROUPS What, if any, effect do youth gangs have upon schools such as Edison?

What are some dangers in generalizing about inner-city schools and families?

PLANNING How important is planning while teaching in an inner-city school, and how may this be relative to the focus and function of teachers?

PROBLEM CHILDREN What is your reaction to Mr. Corey's statement, "Every effort should be made to have emotionally disturbed children moved from regular classes."?

What do you feel should be done with these children? Who is responsible for them?

EDU 101-6

SECTION Focus and Function of a Teacher

SUBJECT SEMINAR QUESTIONS—SUPPORTIVE PERSONNEL

mcrel

Summary: Student teachers answer these questions on supportive personnel in their school.

DISCUSSION TOPICS:

SUPPORTIVE PERSONNEL In what instances were pupils sent by the teacher to other personnel for guidance, treatment or extra help? Why?

Inquire about supportive personnel in your building.

Describe the jobs of the various supportive personnel.

Do you recognize pupils (by their actions) who might be assisted by other personnel? Why?

FORMS Secure a list or examples of all vital record forms.

TEACHER'S ROLE How does the regular teacher regard his role in the educational process?

What would you define as being the function and responsibility of teachers?

EDU 101-7

SECTION Focus and Function of a Teacher

SUBJECT SEMINAR QUESTIONS—ADMINISTRATIVE PROCEDURES

McREL

Summary: Student teachers answer these questions on administrative procedures in their school.

DISCUSSION TOPICS:

ADMINISTRATORS What is the power structure of the system to which you are assigned?

How do administrators view their positions?

How do administrators view teachers?

THEIR SERVICES To what extent may you utilize their services?

What limits to their professional ability appear to exist? (For example, the nurse.)

COMMUNITY How do administrators view community participation in the making of school policy?

What evidences of intellectual stimulation exist in the immediate neighborhood: library, art shops, music shops, home pride, individuals in the neighborhood, newspapers and magazines—new or used, TV antennas and types of businesses?

SECTION Focus and Function of a Teacher

SUBJECT SEMINAR QUESTIONS—COMMUNITY RESOURCES

mcrel

Summary: Student teachers answer these questions on community resources.

DISCUSSION TOPICS:

WHAT RESOURCES are available to pupils?

What resources and community support agencies are available to the teacher?

WHAT CHURCHES are predominant?

HOW DO THE COMMUNITY PEOPLE regard the school?

WHAT DOES ALL THIS MEAN for a classroom and teacher in this community?

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SECTION Focus and Function of a Teacher

SUBJECT QUIZ—"SCARED TO DEATH"

mcrel

Summary:

This quiz measures the student teacher's grasp of the limits of his responsibility and his awareness of other personnel who can help with student problems.

ANALYSIS OF "SCARED TO DEATH":

STUDENT TEACHERS must analyze this problem situation in terms of the questions at the end.

I came here in September and now it's April, but that's a long long time to be in the inner city. So many things happened in my senior high school building! Let me tell you about just one problem. I want to tell you about Marjorie.

I heard that Marge is the daughter of a gay, drinking, irresponsible mother, and a justifiably-condemning, suspicious, conservative, ambitious, dedicated father, whose discovery of the mother in compromising circumstances led him to doubt whether he was in fact the father of several of their children.

Marge, a senior in high school, came here from another state with her father, who divorced the mother and gained custody of the six children. Her father's second marriage led to a very fine rapport between Marge and the stepmother. By the way, I've known the family by name and sight ever since I arrived. They live here in Oldtown with all the ethnic groups you can imagine.

As Marge matured, her father developed an intense fear of boy-girl relationships which he admitted stemmed from the bad experiences during his former marriage to his unfaithful wife. He objected strenuously to the girl having male company, whether it was at home, at a basketball game or any place. The stepmother often interceded on the girl's behalf but was unsuccessful in changing the father's attitude.

By using a number of ruses, Marge was able to manufacture reasons to slip around with a boy whom she was wild about. One thing led to another. Pregancy evolved. She was three or four months pregnant when she came to me, her sociology teacher, and confided her closely guarded secret. She pleaded most piteously that I not betray her confidence, and confessed she was scared to death of her father, so could not get help at home.

SUBJECT Quiz—"Scared to Death" SECTION Focus and Function of a Teacher

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ANALYSIS (Cont'd.)

She achieved absolutely nothing in my class all semester. She never tried and I never bothered her. Each day now she is either absent, sick or asleep during class. I'm really in a dither! What shall I do? I think I should help, but how?

QUESTIONS:

OF WHAT VALUE WOULD INFORMATION be concerning: The town in which a teacher is employed, the school system, his school in particular?

____

WHAT ARE SOME PROBLEMS a teacher might anticipate in an inner-city classroom? Why?

____

____

WHERE MIGHT A TEACHER GAIN pertinent background information on a child's history? Of what value, if any, would it be?

____

WHAT ARE SOME ALTERNATIVES if a teacher's professional qualifications limit his effectiveness, or feasibility of total involvement.

____

____

TO WHAT EXTENT SHOULD SCHOOL RECORDS be used in identifying and solving problem situations?

____

WHAT SUPPORTIVE PERSONNEL might help you deal with the problem? Consider their role as well as the teacher's focus and function in this situation.

____

WHAT ALTERNATIVES ARE OPEN to the teacher in the above problem? Which would you recommend? Why?

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____

PERFORMANCE CRITERIA:

Each student teacher will do the analysis and answer the questions satisfactorily in the judgment of the staff.

SECTION Teaching-Learning Process

SUBJECT **UNIT PLAN**

mcreL

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time/due date: **Seminars, 5 hours; individual reports, 3 hours; observation in schools, 5 hours; analyzing teacher behavior, 1 hour classtime; film and discussion, 1 hour; review quiz, 2 hours.**

Summary: Student teachers study the psychological, sociological and philosophical assumptions about the nature of society, the learner and the learning process as the basis of desirable teaching techniques.

UNIT ACTIVITIES:

Responsibility — ACTION

- Instructor

ADMINISTER PRE-POST TEST to all student teachers early in this unit and before they begin teaching.
See Pre-Post Test—Teaching-Learning Assumptions, EDU 102-6.

SEMINAR on current teaching-learning assumptions. Discuss:

- Nature of society.
- Nature of learner.
- Nature of knowledge.

See Seminar Questions—Teaching-Learning Assumptions, EDU 102-2.

- Student teachers

REPORTS on above seminar material.
See Individual Report Questions—Teaching-Learning Assumptions, EDU 102-3.

OBSERVATION Observe teaching-learning assumptions practiced by cooperating teacher.
See Student Observation of Cooperating Teacher, EDU 102-4.

- Instructor

SEMINAR questions on teaching behavior of cooperating teacher.
See Student Observation of Cooperating Teacher, EDU 102-4.

SHOW PROBLEM METHOD film by McGraw-Hill. Films illustrate social studies class under effective teacher guidance collecting and using their own evidence.

Part I— Defines problem and illustrates gathering information (16 minutes).

Part II— Illustrates using the information in problem solving (18 minutes).

See BIBLIOGRAPHY.

Instructor
(Cont'd.)

GIVE QUIZ
See Evaluation—Performance Review Quiz, EDU 102-5

ADMINISTER PRE-POST TEST to all student teachers at the conclusion of the unit.
See Pre-Post Test—Teaching-Learning Assumptions, EDU 102-6.

PERFORMANCE CRITERIA:

Student teachers must demonstrate their understanding of the unit material on the **Performance Review Quiz, EDU 102-6,** in the opinion of the staff.

The **Pre-Post Test—Teaching-Learning Assumptions, EDU 102-6,** will be administered at the beginning and end of the unit. Each student will demonstrate his ability to deal consistently with major teaching-learning assumptions on the post test or he will be required to review the material until he can do so.

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FILM

Problem Method. McGraw-Hill Textfilms, New York. Part I, 16 minutes, Part II, 18 minutes.

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EDU 102-2

SECTION Teaching-Learning Process

SUBJECT SEMINAR QUESTIONS—
TEACHING-LEARNING ASSUMPTIONS

mcrel

Summary: The effect of various teaching-learning assumptions on classroom strategies is discussed during seminar.

DISCUSSION TOPICS:

NATURE OF SOCIETY Recognize the contradictory nature of democratic, autocratic and laissez faire classroom situations and the teacher's role in each case. Contrast "indoctrinative" and "non-indoctrinative" teaching approaches.

NATURE OF THE LEARNER Compare various theories about the nature of man and capabilities of the mind. Identify the results of these theories on educational activities. Discuss 2 major learning assumptions:

- Goal insight.
- Behaviorism.

Identify teaching behaviors related to "inquiry teaching method" vs. "memory level" and "non-reflective" method.

NATURE OF KNOWLEDGE Discuss diverse philosophical views of the nature of knowledge and how it is acquired. Consider the limitations of each theory. Explain the effects of each premise in educational practice. Encourage student teachers to adopt assumptions consistent with their own concepts.

TEACHING-LEARNING ASSUMPTIONS

SOCIAL SETTING	Autocratic		Democratic	Laissez faire
HUMAN NATURE	Bad-active and	Neutral-passive	Neutral-interactive	Good-active
LEARNING THEORIES	Mental Discipline (faculty psychology)	Stimulus-response (connectionism, trial and error, conditioning)	Goal-insight (field theory)	Natural unfoldment
PHILOSOPHY	Some forms of absolute idealism	Some forms of realism	Relativistic philosophy (Dewey's pragmatism)	Existentialism and/or Kirkpatrick's pragmatism
EDUCATION	Discipline	Habit formation	Continuous reconstruction of experience (problem approach)	Permissivism

SECTION Teaching-Learning Process

SUBJECT INDIVIDUAL REPORT QUESTIONS—TEACHING-LEARNING ASSUMPTIONS

mcrel

Summary: Reports are to be done on the following topics.

REPORT TOPICS:

DEMOCRACY IN THE CLASSROOM

1. Give **your** definition of democracy.
2. What are the implications of your definition as far as education is concerned.
3. What kind of school program do you suggest to be in harmony with your definition?
4. Is the problem-solving approach compatible with democratic ideals?
5. If so, what is the role of a teacher in the classroom?
6. Is it undemocratic if a student refuses to accept the rules and regulations of school on the basis of his having no part in making such decisions?
7. How can we distinguish between **democratic, autocratic** and **laissez faire** teaching behavior?

NATURE OF LEARNING

1. Define **teaching; learning.**
2. Indicate the answer you agree with: How do the children learn? By association, initiation, fear, repetition, memorizing, purely intellectually, habit formation, or state any others.
3. What are the 2 major modern assumptions of learning?

HUMAN NATURE AND MORALITY

1. Should children in the inner city be made to accept the moral standards of their middle-class teachers?
2. Is man by nature "selfish," "greedy," and "egotistical;" or "good," "kind" and "gentle?"
3. What **educational** difference does it make whether we accept for the basis of our philosophy idealism, realism, pragmatism or existentialism?

REPORT TOPICS: (Cont'd.)

4. What are the basic assumptions in regard to human nature? Are they pertinent to teaching-learning activities?

DISCIPLINE

1. How can discipline be maintained in the classroom without developing a climate of fear and resentment?

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SECTION Teaching-Learning Process

SUBJECT STUDENT OBSERVATION OF COOPERATING TEACHER

mcrel

Summary: These questions will be considered by student teachers while they observe their classroom teachers.

OBSERVATION TOPICS:

METHOD What type of teaching was evidenced? Autocratic, democratic, laissez faire? Give examples.

BEHAVIOR In what way was teaching behavior indicative of the teacher's philosophical assumptions—idealistic, realistic, pragmatic or existentialistic? Give examples.

ASSUMPTIONS In what way was teaching behavior indicative of teacher's assumptions regarding the nature of the learner—good-active, bad-active, neutral-passive, neutral-interactive? Give examples.

EDU 102-5

SECTION Teaching-Learning Process

SUBJECT EVALUATION—PERFORMANCE REVIEW QUIZ

mcrel

Summary: Answers to problems on classroom behavior will demonstrate the student teacher's understanding of this unit work.

Note: This is an open book test. Students may use any sources they wish except the review quiz work of other seminar students.

PROBLEM 1:

PROBLEM SITUATION

Sam Smart is an intelligent 12th-grade student who likes to voice his opinions. One day in his social studies class, Sam engages his teacher in a lengthy, polite disagreement about a factual question. The teacher tells Sam that his (Sam's) answer can be proven incorrect and starts to change the topic, feeling enough time has been spent on this question. Sam continues by saying, "Sir, must you persist in error?"

1. Which of the assumptions in regard to the nature of truth was inherent in the teacher's handling of Sam Smart? Why?
2. Was the teacher's approach democratic, autocratic or laissez faire? Why?
3. If you were the teacher, how would you handle Sam?

Note: Keep questions 1 and 2 in mind. Defend your answer.

EDU 102-5

McREL COOPERATIVE URBAN TEACHER EDUCATION PROGRAM MANUAL

SUBJECT Evaluation—Performance Review Quiz

SECTION Teaching-Learning Process

PROBLEM 2: **TWO THEORIES** Identify and compare the two main theories of learning (as described by Bigge and discussed in seminars) and for each theory indicate the **basic nature of the learner.**

PROBLEM 3: **TEACHING METHOD** If the "self-directed learners" are defined as "pupils who become increasingly capable of making intelligent decisions based on evidence they are able to accumulate," what teaching method would you recommend? Defend your answer.

PROBLEM 4: **TEACHER'S ASSUMPTION** What is the implication of a teacher's assumption for education if he views human nature as:

- Neutral-passive?
- Neutral-interactive?
- Good-active?

PROBLEM 5: **TEACHER vs. PUPIL** If pupils and teacher disagree on the answer to a question, whose conclusions should be accepted? Why? Defend your answer.

PERFORMANCE CRITERIA: No letter grade will be given. Adequate performance will be assessed by student teacher's ability to utilize unit content in framing satisfactory answers to the questions. Failure to do so will result in a restudy of the unit to achieve these objectives.

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EDU 102-6

SECTION Teaching-Learning Process

SUBJECT PRE-POST TEST—TEACHING-LEARNING ASSUMPTIONS

mcrel

Summary: At the beginning and the end of this unit student teachers will take this test to measure their grasp of current teaching-learning assumptions.

Name ______________________

Date ______________________

AGREE/DISAGREE:

		TEACHERS have more knowledge and training in the subject they teach so students should accept their judgment without hesitation.
		A DEMOCRATIC TEACHER gives complete control of his class to his students.
		LEARNING is any change in behavior.
		A GOOD TEACHER is one who requires absolute order in the classroom.
		THE ROLE of a teacher in a classroom is to answer pupil's questions.
		ONE SHOULD question a simple fact "Columbus discovered America."
		IF A CERTAIN STIMULUS is repeated, almost any creature eventually responds to it.
		MAN IS NEUTRAL-PASSIVE and his mind should be impressed with good habits as soon as possible.
		LEARNING IS change in cognitive set and not necessarily a change in behavior.
		IT IS UNDEMOCRATIC if a student refuses to accept the school rules because he had no part in making that rule.

(Cont'd.)

AGREE/DISAGREE:

		TEACHER'S DUTY is to lead youngsters to existing beliefs and societal values.
		WHAT IS TAKEN TO BE TRUE is always subject to change in the light of different data or interpretation.
		SCHOOLS SHOULD emphasize "rightness" of authority and views as expressed in textbooks and by teachers.
		"GOOD" AND "EVIL" are value judgments of a particular culture.
		MAN IS INHERENTLY selfish, greedy, competitive and evil.
		HUMAN NATURE is acquired through the interaction process of man and his environment.
		THE PURPOSE of education should be training individuals who have autonomous minds and are able to make intelligent decisions.
		THE PURPOSE of education should be to transmit a body of knowledge and to bring about allegiance to the cultural heritage of a given society.
		TEACHER'S ROLE is motivator and listener, rather than spoonfeeder and lecturer.

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EDU 103-1

SECTION Analytical Study of Teaching

SUBJECT **UNIT PLAN**

mcrel

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time/due date: Seminars, 2 hours; observation of cooperating teacher,5 hours; analysis of recorded behavior, 2 hours.

Summary: The student teacher learns to analyze teacher-pupil behavior, to compute time spent in lecturing vs. indirect influence and to assess the learning environment.

UNIT ACTIVITIES:

Responsibility	ACTION
• Instructor	**SEMINAR** Discuss various interaction schedules especially the Flanders' model and the MIA form.
• Trained observer	**CODE TEACHING BEHAVIOR** of each student on matrix of MIA categories for him. Each student teacher's behavior is coded by a trained observer 3 times (pre, mid and post) for a period of 20 minutes. The observers are part-time people trained by the staff to use the interaction analysis coding. **See McREL Interaction Analysis Observation, EDU 103-2, and Performance Criteria, GEN 004, Evaluation Instruments.**
• Instructor	**SEMINAR DISCUSSION** of student teacher's behavior after it has been observed by trained observer.
• Student teacher	**ANALYZE A SEGMENT** of another student teacher's behavior which you have observed and recorded on the matrix. **See Questions for Observing Student Teachers, EDU 103-4.**

PERFORMANCE CRITERIA: Each student will complete an interaction matrix and compute the percentages of each category from the data taken by an observer in a practice teaching session.

See McREL Interaction Analysis Observation, EDU 103-2, and McREL Interaction Analysis Matrix, EDU 103-3.

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EDU 103-2

SECTION Analytical Study of Teaching

SUBJECT McREL INTERACTION ANALYSIS OBSERVATION

mcrel

Reference: See Performance Criteria, GEN 004, Evaluation Instruments.

RULES FOR MIA OBSERVERS:

1. Report to the school office a few minutes before you are scheduled and tell the school secretary who you are and why you are there. In addition, indicate that the cooperating teacher is expecting you.
2. If the secretary suggests you talk to the principal, wait to see him. Both the principal and the cooperating teacher have been notified of your coming. Explain to the principal who you are, why you are there and that the cooperating teacher is expecting you.
3. The principal and/or secretary may take you to the room or give you directions on how to get to the room.
4. When you get to the room, knock. Introduce yourself and ask if they are ready for you to come in and record.
5. If it is possible, ask if this is a review lesson or new material is being considered.
6. Do not talk with the pupils. They may or may not be expecting you. If the teacher introduces you to the class, a simple "hello" is appropriate.
7. If the student teacher or cooperating teacher asks questions, you may answer briefly, simply and courteously.
8. While in the classroom, be as unobtrusive as possible. Be businesslike, but polite.
9. Do not argue with anyone if they say you cannot observe.
10. Avoid expressions of surprise, concern, etc., which may be interpreted by the teacher.
11. After you have finished your recording, leave the room quickly. As you leave, thank the teacher and the student teacher. Try not to become involved in extended conservations.
12. If you are not sure what to do, call the person who is responsible for research and evaluation.

RULES FOR MIA OBSERVERS: (Cont'd.)

13. Go by the office before you leave and thank the secretary and principal, or ask the secretary to thank the principal for you.
14. Remember, you are a guest of the schools, the principal and teachers.

MIA BEHAVIOR CATEGORIES:

These behavior categories were designated by the McREL version of Interaction Analysis.

McREL INTERACTION ANALYSIS BEHAVIOR CATEGORIES

Categories	Description
TEACHER:	
1. Accepts feelings	Teacher accepts or clarifies the feelings of student in non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.
2. Praises or encourages	Teacher praises or encourages student action or behavior. Jokes that relieve tension (not at the expense of another individual); nodding head or saying "um hm?" or "go on."
3. Accepts or uses ideas of students	Teacher accepts, clarifies or incorporates into discussion ideas of student. As teacher brings in more of his own ideas, category 5 is recorded.
4. Asks questions	Teacher asks question about content or procedure for student to answer.
41. Asks series of probing questions	Usually after a 4. This is a series asking for further explanation. Include questions which stimulate more insights and relationships. May be followed by 9's.
5. Gives information	Teacher gives facts or opinions about content or procedures; his own ideas and rhetorical questions are included; also orienting, demonstrating and modeling behaviors.
6. Gives directions	Teacher directs, commands or orders with the intent that a student comply.

MIA BEHAVIOR CATEGORIES (Cont'd.)	7. Criticizes or justifies authority	Teacher makes statements intended to change student behavior to what the teacher feels is more acceptable; criticizes student behavior; states why he's doing what he's doing; engages in extreme self-reference.
	STUDENT:	
	8. Response	Talk by student in response to teacher; teacher initiates contact or solicits student's statement.
	81. Reading	Student reading (or singing) aloud if it is part of the assignment. For reading an original or "research" report, record a 9.
	9. Initiates talk	Student talks about his own ideas, suggestions, opinions or criticisms that are not solicited by the teacher or change the frame of reference established by the teacher; may include questions about procedure.
	CLASS:	
	10. Constructive activity	No distinct observable interaction.
	11. Disruptive silence or confusion	Does not contribute to an acceptable learning objective.
	12. Conversation	Student talking following another student speaker (an exchange between students).

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McREL INTERACTION ANALYSIS MATRIX

MIA CATEGORIES		**TEACHER:** accepts feelings	praises or encourages	accepts or uses ideas of students	asks questions	asks series of proving questions	gives information	gives directions	criticizes or justifies authority	**STUDENT:** response	reading	initiates talk	**CLASS:** constructive activity	disruptive silence or confusion	conversation	Total
		1	2	3	4	41	5	6	7	8	81	9	10	11	12	
TEACHER: accepts feelings	1															
praises or encourages	2															
accepts or uses ideas of students	3															
asks questions	4															
asks series of probing questions	41															
gives information	5															
gives directions	6															
criticizes or justifies authority	7															
STUDENT: response	8															
reading	81															
initiates talk	9															
CLASS: constructive activity	10															
disruptive silence or confusion	11															
conversation	12															
	Total															

EDU 103-4

SECTION Analytical Study of Teaching

SUBJECT QUESTIONS FOR OBSERVING STUDENT TEACHERS

mcrel

Summary: Student teachers consider these questions while observing each other's teaching behavior.

DISCUSSION TOPICS:

STUDENT TEACHER What techniques for classroom control did you observe?____________________

What teaching techniques did the student teacher employ? ________

PUPILS How did pupils respond? ____________________

What teaching behaviors seemed most successful? Why? ________

OBSERVER What frame of reference did you use in reaching the above conclusion? ____________________

What other frame of reference might be used?____________________

How can observations be made more objective?____________________

EDU 104-1E

SECTION Teaching Strategies—Developing Plans

SUBJECT **UNIT PLAN**—Elementary

mcrel

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time/due date: **Seminars, 8 hours; observation in schools, 4 hours; microteaching, 8 hours; tutorial activities, 2 hours; role-playing, 1 hour.**

Summary: Student teachers learn to plan their lessons around effective learning strategies as well as major concepts, and to maintain effective classroom control.

UNIT ACTIVITIES:

Responsibility — ACTION

- Instructor

SEMINAR Discuss various phases of planning:
- Purpose of long- and short-range planning.
- Development and use of unit and daily plans.
- Teaching major concepts.
- Maintaining adequate classroom controls.
- Use of the problem project.

See Sample Unit Outline, EDU 104-2; Daily Planning Guide, EDU 104-3, and Problem Project, EDU 104-4.

- Student teacher

OBSERVE COOPERATING TEACHER in assigned classroom to discover planning and control techniques.

- Instructor

SEMINAR DISCUSSION on cooperating teachers' control techniques.
- What techniques were used to bring the academic and classroom controls into balance?
- How did the teacher stimulate or motivate the pupils?
- How would you describe the classroom climate?
- Tell of positive learning outcomes stemming from the teacher's motivation of pupils and his attempt to make content meaningful.

SEMINAR Introduce simulated problems:

See Inner-City Simulation Laboratory, BIBLIOGRAPHY.

Incident 1. *Phyllis Smith Asleep in Class.*
Incident 2. *Sidney Sams Strikes Out.*
Incident 3. *Wesley Briggs and the Class Library Behavior.*
Incident 4. *Phyllis Smith's Hearing Problem.*

See Critical Teaching Problems, BIBLIOGRAPHY.

Problem 3. *Evaluating Teaching Objectives.*
Problem 8. *Motivating Students to Work on Class Assignments.*
Problem 14. *Relating a Complex Subject to Children Meaningfully.*

Instructor (Cont'd.)	**PRESENT AND DISCUSS** film strips: *Perceived Purpose* Why is it important for pupils to see the value of what they are studying? What are some different methods for promoting a suitable learning set? *Educational Objectives* How may specific instructional goals be developed? *Motivation in Teaching and Learning* How are motivation and learning induced by presenting content that is personally meaningful? *Controlling Classroom Misbehavior* How can misbehavior result from classroom situations in which pupils cannot reach goals? Is there a correlation between how pupils perceive themselves and their classroom behavior? **DIRECT ROLE-PLAYING** of problems from the student teachers' classrooms.
• Speaker or resource person	**LECTURE** on inner-city discipline problems and how to cope with them by a person with that experience.
• Student teacher	**TUTORIAL ACTIVITIES** in community centers near assigned schools. This activity may include art and craft classes, adult education, etc. Its purpose is to involve the student in the community culture. **See Life in the Inner City, UNIT PLAN, SOC 201-1.**
• Instructor	**MICROTEACHING** Direct activities. 1. Explain microteaching, its purpose and how it is evaluated. 2. Discuss and demonstrate technique of establishing set. 3. Supervise the development of lesson plans for first microsessions. **See Microteaching Instructions, EDU 104-7, and Microteaching—Establishing Set, EDU 104-8.**
• Student teacher	**MICROTEACHING** 1. Develop lesson plans for establishing set. 2. Teach session with 2 observers. 3. Have critique session with staff and pupils. 4. Reteach if needed or desired. **See Microteaching Instructions, EDU 104-7; Microteaching—Establishing Set, EDU 104-8, and Critique Form—Establishing Set, EDU 104-9.**

EDU 104-1E

McREL COOPERATIVE URBAN TEACHER EDUCATION PROGRAM MANUAL

SECTION Teaching Strategies—
Developing Plans

SUBJECT **Unit Plan**—Elementary

PERFORMANCE CRITERIA:

Each student will develop a satisfactory lesson plan and unit plan on an appropriate form. The lesson plan must be approved prior to the microteaching session and the unit plan prior to student teaching.

Each student must also be rated satisfactorily by 80 percent of the pupils in his microteaching class. If he is unsuccessful, he must conduct a reteach session with different pupils.

Student teachers must successfully perform items 1, 2, 3, 4, 5, 10, 12 and 15 on the **Observation Guide, EDU 104-6,** in the judgment of the staff.

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  Incident 2. *Sidney Sams Strikes Out.*
  Incident 3. *Wesley Briggs and the Class Library Behavior.*
  Incident 4. *Phyllis Smith's Hearing Problem.*
Critical Teaching Problems.
  Problem 3. *Evaluating Teaching Objectives.*
  Problem 8. *Motivating Students to Work on Class Assignments.*
  Problem 14. *Relating a Complex Subject to Children Meaningfully.*

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EDU 104-1S

SECTION Teaching Strategies—Developing Plans

SUBJECT **UNIT PLAN**—Secondary

mcrel

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time/due date: **Seminars, 8 hours; observation in schools, 4 hours; microteaching, 8 hours; tutorial activities, 2 hours; role-playing, 1 hour.**

Summary: Student teachers learn to plan their lessons around effective learning strategies as well as major concepts, and to maintain effective classroom control.

UNIT ACTIVITIES:

Responsibility — ACTION

- Instructor

SEMINAR Discuss various phases of planning:
- Purpose of long- and short-range planning.
- Development and use of unit and daily plans.
- Teaching major concepts.
- Maintaining adequate classroom controls.
- Use of the problem project.

See Sample Unit Outline, EDU 104-2; Daily Planning Guide, EDU 104-3, and Problem Project, EDU 104-4.

- Student teacher

OBSERVE COOPERATING TEACHER in assigned classroom to discover planning and control techniques.

- Instructor

PRESENT AND DISCUSS films and tape:

Maintaining Classroom Discipline Contrasts different degrees of discipline resulting from teachers' varied approaches.

Perceived Purpose Why is it important for pupils to see the value of what they're studying? What are some different methods of promoting a suitable learning set?

SEMINAR Introduce simulated classroom problems and discuss.

See Inner-City Simulation Laboratory, BIBLIOGRAPHY.
Incident 5. *Wesley Briggs and the Class's Library.*
Incident 7. *Wesley Briggs Breaks Bradley Liversay's Watch.*
Incident 18. *Wesley Briggs Arrives Early.*
Incident 25. *Wesley Briggs Matches Ronald Thurgood.*

See Critical Teaching Problems, BIBLIOGRAPHY.
Problem 1. *Handling the Constantly Disruptive Child.*

DIRECT ROLE-PLAYING of problems from the student teachers' classrooms.

Instructor (Cont'd.)

SEMINAR

See Classroom Objectives and Discipline, EDU 104-5S.

MICROTEACHING Direct activities:

1. Explain microteaching, its purpose and how it is evaluated.
2. Demonstrate videotape models.
3. Discuss and demonstrate technique of establishing set.
4. Supervise the development of lesson plans for first micro-sessions.

See Microteaching Instructions, EDU 104-7, and Microteaching—Establishing Set, EDU 104-8.

- Student teacher

MICROTEACHING

1. Develop lesson plans for establishing set.
2. Teach session with 2 observers.
3. Have critique session with staff and students.
4. Reteach if needed or desired.

See Microteaching Instructions, EDU 104-7; Microteaching—Establishing Set, EDU 104-8, and Critique Form—Establishing Set, EDU 104-9.

- Speaker or resource person

LECTURE on inner-city discipline problems and how to cope with them by a person with that experience.

- Student teacher

TUTORIAL ACTIVITIES in community centers near assigned schools. This activity may include art and craft classes, adult education, etc. Its purpose is to involve the student in the community culture.

See Life in the Inner City, UNIT PLAN, SOC 201-1.

PERFORMANCE CRITERIA:

Each student will develop a satisfactory lesson plan and unit plan on an appropriate form. The lesson plan must be approved prior to the microteaching session and the unit plan prior to student teaching.

Each student must also be rated satisfactorily by 80 percent of the pupils in his microteaching class. If he is unsuccessful, he must conduct a reteach session with different pupils.

Student teachers must successfully perform items 1, 2, 3, 4, 5, 10 and 15 of the **Observation Guide, EDU 104-6**, in the judgment of the staff.

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EDU 104-2

SECTION Teaching Strategies—Developing Plans

SUBJECT SAMPLE UNIT OUTLINE

mcrel

Summary: Sample lesson plan for an entire unit. Written plans clarify and organize the teacher's thinking. They will vary according to the teacher's experience and the pupils' needs. Their degree of completeness will lessen as your experience increases. They need not be followed strictly if circumstances in the classroom suggest a desirable change. Long-range planning involves the development of major concepts and goals while the daily plan outlines the detailed daily instruction based on consideration of the concepts in the unit plan.

SAMPLE UNIT OUTLINE*:

Statement of problem: ______
(Title of Unit)

Pupil objectives: ______

Statement of subproblem: ______
(Outline content under each subproblem.)

Development of purpose: ______
(Including motivation procedures designed to stimulate pupils' development of purpose—raising of problems and subproblems; formation of skills, habits, attitudes, etc.)

Sources and references: ______

Learning experiences: ______
(Provision for study time, excursions, experiments, games, demonstrations, committee projects, discussion of special reports, use of sources, assemblies, displays, newspaper articles, school and community projects.)

SAMPLE UNIT OUTLINE*: (Cont'd.)

Evaluation:
(Test pupils to determine growth in major concepts formally in writing or informally and orally.)

*Taken from Curtis and Andrews, *Guiding Your Student Teachers.*

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EDU 104-3

SECTION Teaching Strategies—Developing Plans

SUBJECT DAILY PLANNING GUIDE

mcrel

Summary: A recommended outline to assist the student teacher in his daily plans.

DAILY PLANNING GUIDE:

Name ______________________ Date __________

Subject ______________________

ASSIGNMENT

____

Purpose: ______________________

(What will be accomplished? Be specific.)

____

Procedure: ______________________

(Which method will you use—problem-solving, role-playing,

discussion, informal lecture, other?)

Materials: ______________________

(What auditory and visual aids, books, practice sheets, etc.

will you use?)

Content: ______________________

(Provide for various learning levels.)

(How will you relate this to pupils' experiences?)

(How will you begin? How will you interest the pupils?)

____

Evaluation, notes, etc.: ______________________

(How will you determine whether your purpose has been

achieved?)

EDU 104-4

SECTION Teaching Strategies—Developing Plans

SUBJECT THE PROBLEM PROJECT

McREL

Summary: This outline acquaints student teachers with the scope of the "problem project" as defined by Rucker in *Curriculum Development in the Elementary School.* **(See Bibliography).** The problem project is more complex than a subject matter unit or an activity unit, may be adapted to any portion of the class, provides for individual learning differences and allows a measure of democracy in the classroom. The author outlines a parallel between problem solving and the problem project which student teachers are urged to consider in their unit planning.

PROBLEM SOLVING:	**STEPS IN A PROBLEM PROJECT**
• Recognition of the problem	• Teacher builds an awareness and interest in the problem through: 1. Approach activities. 2. Additional interest-building activities. 3. Present information and assumptions held by children (list).
• Analysis of the problem	• Teacher-pupil cooperative planning: 1. What we want to find out. (List of questions.) 2. What we want to do. (List of activities.)
• Collection of data	• Development of the problem—the search for answers: 1. Divide labor. (Organize committees.) 2. Read for information, scan, use table of contents, index, card catalog and takes notes. 3. Interview experts, take field trips, view films. 4. Set up experiments. 5. Develop new skills and concepts as needed.
• Review possible solutions, select tentative one	• Interpret information and set up verification techniques.
• Test tentative solution and report findings	• Culmination—report of findings: 1. General report through programs, exhibits, etc. 2. Understandings and facts learned by pupils. 3. Guides to evaluation.

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EDU 104-5S

SECTION Teaching Strategies—Developing Plans

SUBJECT SEMINAR QUESTIONS—CLASSROOM OBJECTIVES AND DISCIPLINE—Secondary

mcrel

Summary: Student teachers consider classroom objectives and discipline.

DISCUSSION TOPICS:

SELECTING OBJECTIVES Can my objectives provide the desired learning experience?

How can I best plan to achieve my objectives?

DISCIPLINE How can a teacher maintain discipline without becoming autocratic?

What is the danger of too much or too little control in the classroom? What are the possible solutions?

EVALUATION OF STRATEGIES What techniques may be used to determine the success of teaching strategies?

In what ways might pupils indicate their feelings concerning a particular teaching strategy?

DISCUSSION TOPICS: (Cont'd.)

What basis should be used to determine the effectiveness of a teaching strategy?

When should a teaching strategy be modified?

* * * * *

EDU 104-6

SECTION Teaching Strategies—Developing Plans

SUBJECT

OBSERVATION GUIDE FOR
STUDENT TEACHING

mcrel

Summary: This evaluation chart measures student teacher's mastery of material in Education Section.

Name of student teacher ________ Grade/Subject ____________

School ________________ Supervising teacher ____________

Dates observed

1. Student teacher gives evidence she accepts pupils' expressed attitudes, opinions or behavior toward pupil peers.
2. The student teacher gives an appropriate evaluation of pupils' action, if needed.
3. The student teacher helps to resolve pupils' interpersonal conflicts in an impartial manner.
4. The student teacher utilizes full range of spontaneous emotions in a manner conducive to an effective teaching-learning situation by evidencing ability in appropriate situations to be amused, excited, enthusiastic, angry, unhappy or displeased.
5. Student teacher assists pupils in verbalizing or otherwise expressing strong feelings in appropriate ways to resolve internal conflicts.
6. Student teacher gives evidence of realistic perceptions of himself as a student teacher.
7. Student teacher leads the pupils in objectively and carefully evaluating her own contributions or those of each class member to any discussion or project.
8. Student teacher assists pupils in defining the need for information and gathering and evaluating source materials.
9. Student teacher acknowledges his own possible mistakes in conveying information, indicating possible gaps in his own knowledge.
10. Student teacher provides opportunities for different types of learning activities based on individual interest and/or need of pupil.

Dates observed (Cont'd.)

11. Student teacher motivates pupils by:
    a. Introduction of ideas in conflict.
    b. Building awareness and interest in a problem through the use of audio-visual media.
    c. Providing for a flexible classroom arrangement.
    d. Practicing pupil-teacher cooperative planning in the development.
    e. Acceptance of pupils' ideas and suggestions.
    f. Praising pupils.
12. Student teacher demonstrates ability to adapt curriculum to meet culturally-determined factors which pupils bring into classroom to motivate and facilitate learning.
13. Student teacher demonstrates ability to decide whether visual-motor learning experience is more appropriate for individual students than group discussion and the use of printed materials.
14. Student teacher demonstrates ability to get along with community agents and uses appropriate procedures to insure that class field trips will attain goals.
15. Student teacher makes feasible long- and short-range lesson plans during student teaching experience.
16. Student teacher gives evidence of enthusiasm about teaching in an inner-city school.
17. Student teacher involves pupils in more than first-answer responses by probing.
18. Student teacher effects closure of a lesson in an appropriate manner.

* * * * *

EDU 104-7

SECTION Teaching Strategies—Developing Plans

SUBJECT MICROTEACHING INSTRUCTIONS

Summary: Microteaching is used with 4 sections of teacher education to permit short practice sessions of specific teaching skills.

MICROTEACHING: **EXPLANATION** Initiated at Stanford University in 1963, microteaching has gained wide acceptance in the educational world as a valuable addition to the professional training of teachers. Microteaching sessions, prepared for short periods and very small classes, are designed to allow student teachers to concentrate on specific teaching strategies which will enrich and vary their classroom presentations.

Each microlesson is planned for a five to ten minute period and from four to seven pupils. Initial preparation for microteaching includes an introductory seminar discussion of the specific skill involved with videotaped models of the specific skill for analysis. Students first observe the use of this skill by an experienced teacher in a regular classroom setting. These observations are discussed with an instructional staff member and lesson plans are developed for use in the microteaching session.

VIDEO Although it is possible to use only an audiotape to record the microteaching session, a much greater impact is made on teaching behavior by utilizing video equipment. The one-half inch portable equipment is excellent for this purpose. To permit an uninterrupted session a camera and recorder should be available for the teaching session and a second recorder and monitor should be set up in another room for critique sessions. Such an arrangement permits both teaching and critiqueing to occur simultaneously.

EVALUATION One factor increasing the potency of microteaching is the opportunity for immediate feedback. After completing a microlesson, the student teacher together with peers and instructors is able to view his performance, analyze his behavior and, if necessary, repeat his effort. This arrangement also provides an opportunity to test alternate methods. Self-appraisal and the evaluations of instructors and peers are essential elements of the microteaching program. Since the quality of performance and not mere repetition of the assigned skill is considered important, reteach sessions are required only when a prospective teacher fails to meet established criteria during the

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MICROTEACHING: (Cont'd.)

teaching session. For reteach sessions it is desirable to use different pupils to reduce pupil boredom and provide the prospective teacher contact with a broader range of pupil personalities.

USES Any number of specific teaching skills may be incorporated in a microteaching program. The selection of these deemed most helpful is the responsibility of the individual staff. The availability of equipment, facilities and time may be determining factors. The following skills have been selected b, the Laboratory staff as most crucial to the prospective teacher's development and are described in detail:

- Establishing set.
- Questioning or probing techniques.
- Reinforcing the pupils' responses.
- Reaching tentative conclusions or the use of effective closure.

TEAM RESPONSIBILITIES Microteaching sessions operate effectively when prospective teachers are grouped in three-man teams, and rotate role responsibilities. One person teaches, one operates the camera and the third is observer and discussion leader. When possible, team members should be grouped according to common subject areas or grade levels. The time schedule (EDU 104-7, p. 3) illustrates how a typical session can be organized for a class of 15 prospective teachers utilizing one camera, two tape recorders and one monitor.

*Note: The basic pattern for microteaching activities in the Cooperative Urban Teacher Education program is based on work done at Stanford University. See Stanford Teacher Education Program, *Microteaching: A Description,* Stanford, Stanford University Press, 1967.

EDU 104-7

McREL COOPERATIVE URBAN TEACHER EDUCATION PROGRAM MANUAL

SECTION Teaching Strategies-- Developing Plans

SUBJECT Microteaching Instructions

REGULAR SESSIONS | **PLAN FOR RETEACHING**

Teaching Session A.M.				Critique I		Reteaching Session P.M. (As Needed)				Critique II	
Time	Teacher	Observer	Camera	Teacher	Discussion Group	Time	Teacher	Observer	Camera	Teacher	Discussion Group
8:30	A	B	C			12:30					
8:40	B	C	A			12:40					
8:50	C	A	B			12:50					
9:00	SET UP NEW GROUP					1:00	SET UP NEW GROUP				
9:10	D	E	F	A	BC	1:10					
9:20	E	F	D	B	CA	1:20					
9:30	F	D	E	C	AB	1:30					
9:40	SET UP NEW GROUP					1:40	SET UP NEW GROUP				
9:50	G	H	I	D	EF	1:50					
10:00	H	I	G	E	FD	2:00					
10:10	I	G	H	F	DE	2:10					
10:20	SET UP NEW GROUP					2:20	SET UP NEW GROUP				
10:30	J	K	L	G	HI	2:30					
10:40	K	L	J	H	IG	2:40					
10:50	L	J	K	I	GH	2:50					
11:00	SET UP NEW GROUP					3:00	SET UP NEW GROUP				
11:10	M	N	O	J	KL	3:10					
11:20	N	O	M	K	LJ	3:20					
11:30	O	M	N	L	JK	3:30					
11:40	SET UP NEW GROUP										
11:50				M	NO						
12:00				N	OM						
12:10				O	MN						

* * * * *

EDU 104-8

SECTION Teaching Strategies—Developing Plans

SUBJECT MICROTEACHING—ESTABLISHING SET

mcreL

Summary:

Establishing set is one of the 4 teaching skills developed in the microlessons described in **Microteaching Instructions, EDU 104-7.**

EXPLANATION AND USES:

WHAT IS "SET?" "Set" refers to the development of mental atmosphere for a learning goal that is interesting to pupils. If a teacher fails to capture the interest of her class before beginning a learning activity, lack of attention, little participation and few positive learning outcomes will result. An adequate set arouses interest in a subject and learning follows.

THE CONCEPT of set comes from research on learning which indicates that activities introducing a new task influence the acceptance of that task, and that certain techniques for establishing set are more successful than others. Therefore each teacher must develop skill in establishing set suitable to each specific learning activity and each particular class.

WHEN IS SET APPROPRIATE? It is appropriate for:

- The start of a unit.
- Before a discussion.
- Before question-answer recitation.
- Giving a homework assignment.
- Before hearing a panel discussion.
- Before student reports.
- When assigning student reports.
- Before a film strip.
- Before discussion after film strip.

TECHNIQUES FOR ESTABLISHING SET There are many techniques for establishing set. In this program we emphasize:

- Informal lecturing.
- Use of teaching aids.
- Ideas in conflict.

Each of these methods is fully developed below.

LECTURES:

FORMAL LECTURE technique includes:

- Verbal presentation of subject matter.
- Formal organization of material.
- Little or no support by other learning media.

LECTURES: (Cont'd.)

INFORMAL LECTURES which are used in establishing set include:

- Less than 90 percent teacher talk.
- Support from overhead projectors, word cards or any other relevant material such as that described under **Teaching Aids** below.

USES Formal lecturing can be and has often been one of the dullest, most used and least successful methods of imparting information to students. Proper uses of the lecture are to:

- **Present information** not accessible to pupils.
- **Reinforce** written work.
- **Save time.**
- Create a **change of pace.**
- Inform learner of **expected outcomes.**

EFFECTIVE LECTURES Points to consider:

- **Follow-up Problems** A lecture should be followed by problems on its subject which teacher and pupils solve together.
- **Vocabulary** Consider your slow learners. Your words must be meaningful to them.
- **Listening Ability** Many pupils have not learned to listen. The teacher must provide prelecture practice sessions in listening for main ideas.
- **Note Taking** Older students must be taught to take notes without losing track of the lecture. Show them how to outline the main ideas.
- **Audience Appeal** Be warm, friendly, confident.
- **Clear Voice** Speak in a voice that can be easily heard and understood.
- **Good Diction** Use correct words; enunciate and pronounce clearly; use meaningful figures of speech.
- **Repetition** Repetition can clarify and reinforce main ideas; or improperly used, create confusion. Repetition may be literal or through metaphors, analogies and other figures.
- **Planning** Objectives and main points must be sharply defined and supporting evidence well organized.

TEACHING AIDS:

PROPER USES Teaching aids, which are properly used with informal lectures, include all audiovisual media used plus pictures, graphs, maps, charts and models.

TEACHING AIDS: (Cont'd.)

WHY? Inner-city pupils seldom have much contact with life beyond the city and their mental images of unfamiliar portions of American culture are therefore limited.

HOW? Demonstrations must be **informal** to allow pupils to interpret when they do not understand.

A SERIES OF IMAGES is usually necessary to build understanding of unfamiliar subject matter.

CAUTIONS!!!

1. Arrange for necessary material **well in advance** of your needs.
2. Become **familiar with the operation** of essential equipment.
3. **Plan alternative procedures** in case of equipment failure.

IDEAS IN CONFLICT:

ALTERNATIVE SIDES OF THE QUESTION will be properly considered when a problem is presented as ideas in conflict.

USE This technique is best used on questions touching the lives of inner-city people about which they are concerned, such as discussions of law and order.

DIFFICULTY According to Bayles*, problem-raising in this manner is a contrived obstacle; and, for success, it must not be too difficult to answer or to gain sufficient evidence about.

EXAMPLES OF CONFLICTING PROBLEMS

Discussion of law and order:
"If the highest number of homicides and crimes occurs in the inner city, why are residents of the area so opposed to the increase in police force?"

Discussion of democracy:
"If freedom of speech is guaranteed in the Constitution why does one need a permit to have a rally?"

Discussion of American history:
"If Puritans came to the American continent for freedom of religion, why then were they so intolerant of other religious views?"

IDEAS IN CONFLICT: (Cont'd.)

American history:
"If the Boston Massacre was an inhumane and unjust act of government in power, what about the August, 1968 Chicago Democratic National Convention events?"

PERFORMANCE CRITERIA:

A critique form for judging the performance of the student teacher in establishing set is included for use by the observers at microsessions, **Critique Form—Establishing Set, EDU 104-9.**

Pupils are asked to evaluate the microclass on **Pupils' Evaluation Form, EDU 104-10.**

[*] Bayles, Earnest E. *The Theory and Practice of Teaching*, 1950; *Pragmatism in Education*, 1966; as well as Bateman, Grant, et al, 1968 are good sources on "ideas in conflict." There are many examples for different subjects and grade levels.

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EDU 104-9

SECTION Teaching Strategies—Developing Plans

SUBJECT CRITIQUE FORM—ESTABLISHING SET

mcrel

Summary: This form is performance criterion to rate the success of a student teacher in establishing set.

Teacher ____________________ Subject/Grade ____________

Observer ____________ Teach ________ Reteach ____________
(indicate which)

INSTRUCTIONS:

1. This sheet is filled in by observers and used in critique sessions.
2. **Be specific** in explaining each observation.

METHOD:

POSITIVE SET The teacher created a positive set through the use of:

Pictures ____________________ Book Report ____________________

Analogies ____________________ Lecture ____________________

Committee Presentation ____________________

Reading Assignment ____________________

Movie or Film Strip ____________________

Comments: ____________________

____

____

____

PURPOSE:

TEACHER'S INTRODUCTION of the lesson:
Created interest in the concept, principle or central theme of the lesson.

____

____

____

Included guides or cues to help pupils understand the lesson.

____

____

PURPOSE: (Cont'd.) Helped pupils **remember** materials presented in the body of the lesson.

ADDITIONAL COMMENTS:

* * * * *

EDU 104-10

SECTION Teaching Strategies—Developing Plans

SUBJECT PUPILS' EVALUATION FORM—ESTABLISHING SET

mcrel

Summary: This form is a performance criterion to rate the success of a student teacher in establishing set.

Student Teacher ______________________

Subject or Grade ______________ Date __________

INSTRUCTIONS: These questions are to be asked of pupils by the two student teachers assigned to observe each microteaching session.

QUESTIONS FOR PUPILS:

1. What was the lesson about? ______________________

2. What do you think the teacher was trying to get across in her lesson today? ______________________

3. Did you learn it? Yes __________ No __________

4. What did you learn? ______________________

5. Were you interested in the lesson? Yes __________ No __________

6. What did you like about it? ______________________

7. What did you **not** like about it? ______________________

QUESTIONS FOR PUPILS: (Cont'd.)

8. Are there comments? ____________________

____

____

____

____

PERFORMANCE CRITERIA:

Each student teacher must be rated satisfactorily on this form by 80 percent of the pupils in his microteaching session in the judgment of the education specialists. Failure to meet this requirement should be corrected by a reteach session with a fresh group of pupils.

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EDU 105-1E

McREL COOPERATIVE URBAN TEACHER EDUCATION PROGRAM MANUAL

SUBJECT **Unit Plan**—Elementary

SECTION Teaching Strategies—
Stimulating Pupil Responsibility

- Instructor (Cont'd.)

SEMINAR Discuss development of teaching skills.
See Seminar Questions—Teaching Skills, EDU 105-3E.

MICROTEACHING Direct activities.
1. Discuss and demonstrate probing techniques.
2. Aid in formation of lesson plans for microlessons.

See Microteaching—Probing Techniques, EDU 105-4, and Microteaching Instructions, EDU 104-7.

- Student teachers

MICROTEACHING
1. Develop lesson plans using probing techniques.
2. Teach session with 2 observers.
3. Have critique session by staff and students.
4. Reteach session with different students if needed or desired.

See Microteaching Instructions, EDU 104-7; Microteaching—Probing Techniques, EDU 105-4, and Critique Form—Probing Techniques, EDU 105-5.

TUTORIAL ACTIVITIES in community centers.

PERFORMANCE CRITERIA:

Before student teaching, students will cite from classroom observation 5 examples of teacher behavior which promoted or inhibited pupil responsibility for learning.

Each student will exhibit at least 2 positive behaviors and no negative behaviors on the **Critique Form—Probing Techniques, EDU 105-5,** during his teaching session. Failure to perform satisfactorily in the judgment of instructor and observing team will result in a reteach session with different students.

During student teaching each student will perform satisfactorily, in the judgment of the staff, items 7, 8, 9, 10 and 17 of **Observation Guide, EDU 104-6.**

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SECTION Teaching Strategies—
Stimulating Pupil Responsibility

SUBJECT **UNIT PLAN**—Elementary

mcreL

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time/due date: **Seminars, 10 hours; observation in schools, 5 hours; microteaching, 8 hours; tutorial activities, 2 hours.**

Summary: The primary goal of education is to train pupils to accept responsibility for their own intellectual and emotional development. Each child must learn to analyze and react critically. Teachers aid in developing this ability through "probing techniques" and in helping the student to consider apparently conflicting ideas.

UNIT ACTIVITIES:

Responsibility — ACTION

- Instructor

SEMINAR Discuss influences on learning.
See Seminar Questions—Influences on Learning, EDU 105-2.

- Student teacher

OBSERVE ASSIGNED CLASSROOM to see how cooperating teachers use probing techniques and provide for the development of pupil responsibility for learning.

- Instructor

SEMINAR Introduce simulated problem solving.

See Inner-City Simulation Laboratory, BIBLIOGRAPHY.
Incident 23. *Ability and Achievement Testing Techniques.*
Incident 26. *The School Census.*

See Critical Teaching Problems, BIBLIOGRAPHY.
Problem 12. *Involving Many of the Children in Group Discussions.*
Problem 14. *Relating a Complex Subject to Children Meaningfully.*
Problem 23. *Involving Pupils in Self-Evaluation.*

DIRECT ROLE PLAYING by having students practice questioning techniques:

1. Divide students into small groups.
2. Have groups prepare teacher-pupil situations related to questioning techniques (Memory level versus probing).
3. Reassemble to present situations.
4. Have audience analyze questioning techniques used.
5. Have audience analyze and evaluate each presentation.

PRESENT AND DISCUSS the films, *Broader Concept of Method.*

Part I—Developing pupil interest (19 minutes).

Part II—Teacher and pupils planning and working together (19 minutes).

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EDU 105-1S

SECTION Teaching Strategies—Stimulating Pupil Responsibility

SUBJECT **UNIT PLAN**—Secondary

mcreL

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time/due date:	**Seminars, 10 hours; observation in schools, 5 hours; microteaching, 8 hours; tutorial activities, 2 hours.**
Summary:	Pupils must develop skill in independent thinking and reaching reasonable decisions. Classroom discussion must shift from memorizing facts to probing, problem-solving and weighing of apparently conflicting facts.

UNIT ACTIVITIES:

Responsibility	ACTION
• Instructor	**SEMINAR** Discuss influences on learning. **See Seminar Questions—Influences on Learning, EDU 105-2.**
• Student teacher	**OBSERVE ASSIGNED CLASSROOM** to see how cooperating teachers use probing techniques and provide for the development of pupil responsibility for learning.
• Instructor	**PRESENT AND DISCUSS** the films *Broader Concept of Method.* Part I—Developing pupil interest (19 minutes). Part II—Teacher and pupils planning and working together, a comparison of teacher-dominated and child-centered classroom approaches and their effect on learning (19 minutes.) **MICROTEACHING** Direct activities. 1. Discuss and demonstrate probing techniques. 2. Aid in development of lesson plans which use probing techniques and which fit the student teacher's subject matter. **See Microteaching—Probing Techniques, EDU 105-4 and Microteaching Instructions, EDU 104-7.**
• Student teacher	**MICROTEACHING** 1. Develop lesson plans using probing techniques. 2. Teach session, videotaped by observers. 3. Have critique session by staff and students. 4. Reteach session with different students if needed or desired. **See Microteaching Instructions, EDU 104-7; Microteaching—Probing Techniques, EDU 105-4, and Critique Form—Probing Techniques, EDU 105-5.**

Student teacher (Cont'd.)

TUTORIAL ACTIVITIES in community centers.

PERFORMANCE CRITERIA:

Before student teaching, students will cite from classroom observation, 5 examples of teacher behavior which promoted or inhibited pupil responsibility for learning.

Each student will exhibit at least 4 positive behaviors and no negative behaviors on the **Critique Form—Probing Techniques, EDU 105-5,** during his teaching session. Failure to perform satisfactorily in the judgment of the instructor and observing team will result in a reteach session with different pupils.

During student teaching each student will perform satisfactorily, in the judgment of the staff, items 7, 8, 9, 10 and 17 of **Observation Guide, EDU 104-6.**

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FILMS

Broader Concept of Methods, Part I. McGraw-Hill Textfilms, New York.

Broader Concept of Methods, Part II. McGraw-Hill Textfilms, New York.

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EDU 105-2

SECTION Teaching Strategies—Stimulating Pupil Responsibility

SUBJECT SEMINAR QUESTIONS—
INFLUENCES ON LEARNING

mcrel

Summary: The student teacher must help develop pupil responsibility for individual thinking by shifting the emphasis from memorizing to problem solving and probing.

DISCUSSION TOPICS:

PUPIL RESPONSIBILITY What do we mean by the term, "pupil responsibility for learning?"

How might this type of pupil behavior best be developed?

EFFECTS OF TEACHER BEHAVIOR How might teacher behavior restrict such responsibility?

How might teacher behavior enhance pupil responsibility for learning?

PROPER GUIDANCE Does the guidance of learning involve the inculcation of attitudes and values?

SUBJECT Seminar Questions—Influences on Learning

SECTION Teaching Strategies—Stimulating Pupil Responsibility

DISCUSSION TOPICS: (Cont'd.)

EFFECTS OF PUPIL EMOTIONS Are positive learning outcomes related to a teacher's ability to take pupils' feelings and goals into account?

EFFECTS OF CURRICULUM How can learning be hampered by the curriculum?

DEFINITION OF LEARNING PROCESS What is meant by the learning process?

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SECTION Teaching Strategies—Stimulating Pupil Responsibility

SUBJECT SEMINAR QUESTIONS—DEVELOPMENT OF TEACHING SKILLS—Elementary

mcrel

Summary: Discuss teaching skills relevant to the following subjects.

READING

- Major components of reading.
- Progression of skills.
- General aspects of a reading session.
- Grouping.
- Correlations with all subject.
- Various approaches to teaching reading.

WRITING

- Manuscript (writing).
- Cursive.

MATHEMATICS

- Progression of basic concepts.
- Games for enrichment and reinforcement.

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EDU 105-4

SECTION Teaching Strategies—Stimulating Pupil Responsibility

SUBJECT MICROTEACHING—PROBING TECHNIQUES

mcreL

Summary: Probing is one of the 4 teaching skills developed in the microlessons described in **Microteaching Instructions, EDU 104-7.**

EXPLANATION AND USES:

WHAT ARE PROBING TECHNIQUES? Questions ranging from simple memory level to higher order requiring reflective thinking. Most teachers must make a conscious effort to use thought-provoking questions dealing with relationships rather than memorized answers.

EXAMPLES OF PROBING TECHNIQUES

1. Ask pupil for more information or for meaning.
2. Require the pupil to justify rationally his response.
3. Refocus pupil or class attention on a related issue.
4. Prompt the pupil or give him hints.
5. Bring other pupils into the discussion by asking them to respond to the first pupil's answer.

APPLICABLE AGE Since the ability to interpret is the outgrowth of listening, questioning techniques should begin in kindergarten and become progressively more complex as the child matures.

EARLY RESULTS Asked to "read" a picture, a skillfully questioned kindergarten child can respond with:

1. **Imagery,** to describe what he sees, hears, tastes and feels. It may be given verbally, through illustrations or written.
2. **Anticipated outcomes,** requiring him to anticipate what will follow, as in response to:
   "What do you suppose happens next?"
3. **Inferences,** when they may be deduced from the information given:
   "What has made him feel as he does?"
   "If that is true, what does this show?"
   "If he took the pencils again after being told not to, what is apt to happen?"

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SUBJECT Microteaching—Probing Techniques

SECTION Teaching Strategies—Stimulating Pupil Responsibility

EXPLANATION AND USES: (Cont'd.)

4. **Verbal abstractions,** referring to words which convey general meanings to a reader and which suggest ideas covering a multitude of situations. The teacher encourages children to select from suggested verbal abstractions those which apply to a given story character or story situation: pride, obedience, fright, self-control, discouragement, cooperation, shame, pity or relief.
5. **Conceptual meanings,** involving words, phrases, sentences and longer passages containing ideas and understandings necessary for one to derive adequate, complete or expanded comprehension. The teacher suggests:
    - Supplying words that are synonymous with those of author.
    - Restating certain passages without distorting the meaning.
    - Explaining specific concepts in terms of personal experience.
    - Explaining, clarifying and interpreting figures of speech.

If a child is going to learn to think independently, he must develop the ability to interpret data and react critically.

PERFORMANCE CRITERIA:

A **Critique Form, EDU 105-5,** for the use of observers in the microsessions is part of this unit.

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EDU 105-5

SECTION Teaching Strategies—Stimulating Pupil Responsibility

SUBJECT CRITIQUE FORM—
PROBING TECHNIQUES

mcrel

Summary: Positive and negative behaviors are tallied by the observer in the microteaching team.

Tally:

POSITIVE BEHAVIOR:

1. Asked pupil for more information or meaning. ________
2. Required pupil to justify rationally his answer. ________
3. Refocused pupils' attention on a related issue. ________
4. Prompted pupils or gave them hints. ________
5. Brought other pupils into discussion by asking them to respond to first answer. ________
6. Used imagery where pupils heard, tasted, etc., that which was described. ________
7. Requested pupils to anticipate outcomes, where an attempt was made to determine what is to follow. ________
8. Had pupils make inferences where ideas, meanings and impressions had to be derived or deducted. ________

NEGATIVE BEHAVIOR:

1. Directed questions to specific pupils rather than to the entire class too frequently. ________
2. Asked more than one question at a time, thereby confusing pupils. ________
3. Gave pupils no opportunity to think about questions—answered own questions. ________
4. Repeated own questions or pupil's questions or answers in excess. ________
5. Called on pupils in a set order or called on volunteers only. ________
6. Ignored child continuously who wanted to respond. ________
7. Satisfied to ask questions requiring literal comprehension only. ________

PERFORMANCE CRITERIA: This sheet will be checked by the elementary specialist and should show at least 4 positive behaviors and none of the negative behaviors.

EDU 106-1E

SECTION Teaching Strategies—Responding to Pupils

SUBJECT **UNIT PLAN**—Elementary

mcrel

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time/due date: **Seminars, 9 hours; observation in schools, 4 hours; field experience, 4 hours; microteaching, 8 hours; tutorial activities, 2 hours.**

Summary: This unit establishes a relationship between discipline problems and teacher insensitivity to pupil's needs, demonstrates ratio of effective teaching to pupil interest and emphasizes positive reinforcement techniques.

UNIT ACTIVITIES:

Responsibility	ACTION
• Student teacher	**OBSERVE COOPERATING TEACHER** in assigned classroom using reinforcement techniques. **See Microteaching—Reinforcement, EDU 106-4.**
• Instructor	**SEMINAR** Discuss classroom observations: • Are pupils encouraged to question, criticize, create, contribute and learn? • Is the classroom atmosphere relaxed, easy, warm? • In what ways does classroom teacher show sensitivity to pupil reactions? Observe verbal and nonverbal cues.
	PRESENT AND DISCUSS the film *Maintaining Classroom Discipline.* Discuss how the teacher's approach affects discipline or the overall classroom climate, effective techniques for control and ideas from the film on the importance of stimulating interest, the teacher's personality and the handling of minor incidents.
	SEMINAR Introduce simulated classroom problems. **See Inner-City Simulation Laboratory, BIBLIOGRAPHY.** Incident 13. *Q-Sort of Discipline Methods.* Incident 18. *Wesley Briggs Arrives Early.* Incident 27. *Sidney Sam Leaves the Room.* **See Critical Teaching Problems, BIBLIOGRAPHY.** Problem 1 *Handling the Constantly Disruptive Child.* Problem 4. *Handling Children's Aggressive Behavior Toward One Another.* Problem 11. *Having Students See Relation Between Undesirable Behavior and Its Consequences.* Problem 23. *Involving Students in Self-Evaluation.* **See Seminar Questions—Evaluating Teaching Strategies, EDU 106-2.**

Instructor (Cont'd.)

DIRECT ROLE PLAYING of mock teaching situations:

- Authoritarian teacher
- Hyperanxious teacher
- Unstructured teacher

- Student teacher

VISIT inner-city homes with local home-school coordinator.

- Instructor

SEMINAR Discuss home visits.

See Seminar Questions—Pupils' Home Environment, EDU 106-3.

MICROTEACHING Direct activities:

1. Discuss and demonstrate "reinforcement techniques."
2. Help students develop lesson plans using these techniques.

See Microteaching—Reinforcement, EDU 106-4, and Microteaching Instructions, EDU 104-7.

- Student teacher

MICROTEACHING

1. Develop lesson plans using reinforcement techniques.
2. Teach session with 2 observers.
3. Have critique session by staff and student observers.
4. Reteach session if needed or desired.

See Microteaching Instuctions, EDU 104-7; Microteaching—Reinforcement, EDU 106-4, and Critique Form—Reinforcement EDU 106-5.

TUTORIAL ACTIVITIES in local community centers.

PERFORMANCE CRITERIA:

Students will cite 3 examples each of positive and negative reinforcements of pupil behavior from their class observations.

Each student teacher will use at least 2 each—positive nonverbal and positive verbal behavior. And 1 each—positive qualified and positive post hoc behavior.

See Microteaching—Reinforcement, EDU 106-4.

Student teachers must successfully perform items 1, 2, 3, 4 and 5 of the **Observation Guide, EDU 104-6,** in the judgment of the staff.

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  Incident 13. *Q-Sort of Discipline Methods.*
  Incident 18. *Wesley Briggs Arrives Early.*
  Incident 27. *Sidney Sam Leaves the Room.*
Critical Teaching Problems.
  Problem 1. *Handling the Constantly Disruptive Child.*
  Problem 4. *Handling Children's Aggressive Behavior Toward One Another.*
  Problem 11. *Having Students See Relation Between Undesirable Behavior and Its Consequences.*
  Problem 23. *Involving Students in Self-Evaluation.*

FILM

Maintaining Classroom Discipline. McGraw-Hill Textfilms, New York.

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EDU 106-1S

SECTION Teaching Strategies—Responding to Pupils

SUBJECT **UNIT PLAN**—Secondary

mcrel

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time/due date: **Seminars, 9 hours; observation in schools, 4 hours; field experience, 4 hours; microteaching, 8 hours; tutorial activities, 2 hours.**

Summary: This unit establishes a relationship between discipline problems and teacher insensitivity to pupils' needs, demonstrates ratio of effective teaching to pupil interest and emphasizes positive reinforcement techniques.

UNIT ACTIVITIES:

Responsibility — ACTION

- Student teacher

OBSERVE COOPERATING TEACHER in assigned classroom using reinforcement techniques.
See Microteaching—Reinforcement, EDU 106-4.

- Instructor

SEMINAR Discuss classroom observations:

- Are pupils encouraged to question, criticize, create, contribute and learn?
- Is the classroom atmosphere relaxed, easy, warm?
- In what ways does classroom teacher show sensitivity to pupil reactions? Observe verbal and nonverbal cues.

PRESENT AND DISCUSS the film, *Maintaining Classroom Discipline:*

- Reexamine film for effective handling of minor classroom problems.
- Discuss teaching strategies in film.

SEMINAR Introduce simulated classroom problems.
See Inner-City Simulation Laboratory, BIBLIOGRAPHY.
Incident 13. *Q-Sort of Discipline Methods.*
Incident 18. *Wesley Briggs Arrives Early.*
Incident 27. *Sidney Sam Leaves the Room.*

See Critical Teaching Problems, BIBLIOGRAPHY.
Problem 1. *Handling the Constantly Disruptive Child.*
Problem 4. *Handling Children's Aggressive Behavior Toward One Another.*
Problem 11. *Having Students See Relation Between Undesirable Behavior and Its Consequences.*
Problem 23. *Involving Students in Self-Evaluation.*

See Seminar Questions—Evaluating Teaching Strategies, EDU 106-2.

Instructor (Cont'd.)	**DIRECT ROLE PLAYING** of mock teaching situations: • Authoritarian teacher • Hyperanxious teacher • Unstructured teacher
• Student teacher	**VISIT** inner-city homes with local home-school coordinator.
• Instructor	**SEMINAR** Discuss home visits. **See Seminar Questions—Pupils' Home Environment, EDU 106-3.** **MICROTEACHING** Direct activities: 1. Discuss and demonstrate reinforcement techniques. 2. Help students develop lesson plans using these techniques. **See Microteaching—Reinforcement, EDU 106-4, and Microteaching Instructions, EDU 104-7.**
• Student teacher	**MICROTEACHING** 1. Develop lesson plans using reinforcement techniques. 2. Teach session with 2 observers. 3. Have critique session by staff and student observers. 4. Reteach session if needed or desired. **See Microteaching Instructions, EDU 104-7; Microteaching—Reinforcement, EDU 106-4, and Critique Form—Reinforcement EDU 106-5.**
• Specialist	**DISCUSS SOCIOMETRIC TECHNIQUE** from local school system. **TUTORIAL ACTIVITIES** in local community centers.
PERFORMANCE CRITERIA:	Students will cite 3 examples each of positive and negative reinforcements of pupil behavior from their class observations. Each student teacher will use at least 2 each—positive nonverbal and positive verbal behavior. And 1 each—positive qualified and positive post hoc behavior. **See Microteaching—Reinforcement, EDU 106-4.** Student teachers must successfully perform items 1, 2, 3, 4 and 5 of the **Observation Guide, EDU 104-6,** in the judgment of the staff.

BIBLIOGRAPHY:

BOOKS

Association for Supervision and Curriculum Development. *Perceiving, Behaving, Becoming.* Washington, D. C., 1962 Yearbook.

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  Incident 13. *Q-Sort of Discipline Methods.*
  Incident 18. *Wesley Briggs Arrives Early.*
  Incident 27. *Sidney Sam Leaves the Room.*

Critical Teaching Problems Laboratory.
  Problem 1. *Handling the Constantly Disruptive Child.*
  Problem 4. *Handling Children's Aggressive Behavior Toward One Another.*
  Problem 11. *Having Students See Relation Between Undesirable Behavior and Its Consequences.*
  Problem 23. *Involving Students in Self-Evaluation.*

FILM

Maintaining Classroom Discipline. McGraw-Hill Textfilms, New York.

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SECTION Teaching Strategies—Responding to Pupils

SUBJECT SEMINAR QUESTIONS—EVALUATING TEACHING STRATEGIES

mcrel

Summary: These questions discuss evaluating and modifying teaching strategies.

DISCUSSION TOPICS:

WHAT TECHNIQUES may be used to determine the success of teaching strategies?

IN WHAT WAYS might pupils indicate their feelings concerning a particular teaching strategy?

WHEN SHOULD a teaching strategy be modified?

WHAT BASIS should be used to determine the effectiveness of a teaching strategy?

WHAT EFFECT does the teacher's individual attitude have on determining the classroom atmosphere?

WHAT DISTINCTION can you make between respect and fear?

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EDU 106-3

SECTION Teaching Strategies—Responding to Pupils

SUBJECT SEMINAR QUESTIONS—
PUPILS' HOME ENVIRONMENT

mcrel

Summary: Consider these questions about the pupils' backgrounds following the home visits.

DISCUSSION TOPICS:

FROM WHAT TYPE backgrounds do your pupils come?

WHAT STUDY CONDITIONS do they experience at home?

WHAT INTELLECTUAL MOTIVATION may you expect from their parents?

HOW DO PARENTS regard education?

HOW MAY YOU ACHIEVE the kind of rapport with parents which leads to positive learning outcomes with pupils?

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EDU 106-4

SECTION Teaching Strategies—Responding to Pupils

SUBJECT MICROTEACHING—REINFORCEMENT

mcreL

Summary: Reinforcement is one of the 4 teaching skills developed in the microlessons.

See Microteaching Instructions, EDU 104-7, and Critique Form—Reinforcements, EDU 106-5.

DEFINITION:

WHAT IS REINFORCEMENT? The principle of reinforcement is helpful for molding human behavior as well as being an aid to learning. When **positive stimuli** closely follow a certain behavior, the probability of the behavior recurring in the future increases. Other stimuli, **negative reinforcers** or **aversive stimuli,** increase the probability of behavior recurrence if their removal follows the behavior.

POSITIVE REINFORCER Presenting a positive reinforcer contingent upon a response is called **positive reinforcement.** Removing an aversive stimulus upon a response is called **negative reinforcement.** Negative reinforcement should not be confused with **punishment,** which is an opposite action of presenting an aversive stimulus or removing a positive reinforcer contingent on a response.

RESPONSES CONTINUE to occur **if** they receive either **positive** or **negative reinforcement.** They will be **weakened** if followed by **no consequence** or by **neutral stimuli.** Weakening a response through non-reinforcement is called **extinction.** Punishment effects are temporary, whereas full weakening of the response through extinction would be permanent.

1. A teacher is inclined, when possible, to dismiss a class of rowdy students because she has been negatively reinforced by elimination of the stimuli arising from the rowdy class.

   The teacher who dismisses a rowdy class increases the probability of rowdy behavior since dismissal is usually a positive reinforcement for rowdy children.

DEFINITION: (Cont'd.)

2. Dismissing a class when it is quiet decreases the possibility of rowdy behavior. The teacher is reinforcing responses incompatible with rowdiness. (Two responses are incompatible when they cannot be emitted at the same time.)

Therefore an undesired response can be eliminated by (1) not reinforcing the response, or by (2) reinforcing other responses incompatible with it.

	PRESENTATION	WITHDRAWAL
Positive Reinforcement	Positive Reinforcement	Punishment
Negative Reinforcement	Punishment	Negative Reinforcement

METHODS:

POSITIVE NONVERBAL reinforcement. The teacher responds to pupil by:

- Paying attention
- Smiling
- Showing affection
- Writing pupil's response on blackboard
- Nodding head
- Moving toward pupil
- Maintaining eye contact

POSITIVE VERBAL reinforcement. Immediately following a pupil response, the teacher responds to a pupil by:

- Saying: "right," "good," "correct," etc.
- Praising
- Showing affection verbally

POSITIVE QUALIFIED reinforcement. Though a response is unacceptable, participation is reinforced by such remarks as, "You're on the right track;" "That's good, but . . . ."

POSITIVE POST HOC reinforcement. The teacher recalls a previous positive contribution by a pupil or asks for repetition of a point made by the pupil.

CAUTION!!! **TO BE AVOIDED** Examples of aversive stimuli are:

- Frowning
- Verbal disapproval
- Threats
- Derision
- Expressions of annoyance
- Harsh tones
- Nagging
- Criticism
- Impatience

PERFORMANCE CRITERIA: Students will cite 3 examples each of positive and negative reinforcement of pupil behavior from their class observations.

Each student teacher will use at least 2 each—positive nonverbal and positive verbal behavior. And 1 each—positive qualified and positive post hoc behavior.

See Critique Form—Reinforcement, EDU 106-5.

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EDU 106-5

SECTION Teaching Strategies—Responding to Pupils

SUBJECT CRITIQUE FORM—REINFORCEMENT

mcrel

Summary: This form is filled in by staff and student observers and used in critique session. **Note: Be Specific** in explaining each criticism. **See Microteaching Instructions, EDU 104-7.**

IDENTIFICATION:

Student teacher ____________________

Subject/Grade ____________________

Observer ____________________

Teach __________ Reteach __________ *(indicate which)*

POSITIVE NONVERBAL:

THE TEACHER ENCOURAGED the pupil's comments and answers by:

Smiling ____________________

Nodding his head ____________________

Writing pupil's answer on board ____________________

Moving toward pupil ____________________

Eye contact ____________________

Others ____________________

POSITIVE VERBAL:

TEACHER REWARDED pupil's correct answers or good questions by:

Fine ____________________

Excellent ____________________

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SUBJECT Critique Form—Reinforcement

SECTION Teaching Strategies—Responding to Pupils

POSITIVE VERBAL: (Cont'd.)

Good ______________________________

Others ______________________________

Positive qualified (Give examples) ______________________________

Positive Post hoc (Give examples) ______________________________

NEGATIVE REINFORCEMENT:

TEACHER RESPONDED to pupil by:

No ______________________________

Wrong ______________________________

Frowning ______________________________

Scowling ______________________________

Others ______________________________

PERFORMANCE CRITERIA:

See Microteaching—Reinforcement, EDU 106-4.

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EDU 107-1E

SECTION Teaching Strategies—Individualized Instruction

SUBJECT **UNIT PLAN**—Elementary

mcreL

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time/due date: **Seminars, 12 hours; observation in schools, 5 hours; tutorial activities, 2 hours.**

Summary: Techniques for gathering and measuring educational and social information about pupils is covered in this unit. Recognition is given to the variety of learning rates and disabilities in the inner-city learners. How to use data essential to individualized instruction is studied.

UNIT ACTIVITIES:

Responsibility	ACTION
• Student teacher	**MAKE CUMULATIVE FOLDERS** based on case studies of pupils. **See Case Study, MH 301-7; Information Sheet, MH 301-8, Report Outline, MH 301-9.** **ANALYZE VIDEOTAPES** of microteaching made by student teachers for instances of individualized instruction.
• Instructor	**SEMINAR** Discuss individualizing instruction. **See Seminar Questions—Individualizing Instruction, EDU 107-2E.** **SHOW VIDEOTAPE** on the Informal Reading Inventory, which is based on Scott, Foresman material available on request (12 inch). **SEMINAR** Discuss videotape. **See Seminar Questions—Informal Reading Inventory, EDU 107-3E.**
• Sociometric consultant	**SEMINAR** Discuss social structure of the classroom. **See Seminar Questions—Social Structure of the Classroom, EDU 107-4.**
• Instructor	**SEMINAR** Introduce simulated problems. **See Inner-City Simulation Laboratory, BIBLIOGRAPHY.** Incident 17. *Panel Report.* Incident 34. *The Committee Assignment.* **See Critical Teaching Problems, BIBLIOGRAPHY.** Problem 6. *Finding Appropriate Material for Pupils Reading One or More Years Below Grade Level.* Problem 7. *Differentiating Instruction for Slow, Average and Gifted Children.*

Instructor (Cont'd.)

Problem 16. *Integrating the Isolated, Disliked Child.*

Problem 20. *Providing Appropriate Work for the Rest of the Class While Working with a Small Group or With Individual Problems.*

Problem 25. *Not Knowing How to Deal with Children's Reading Problems.*

- Student teacher

ADMINISTER TESTS to selected children.

1. **Peabody Picture Vocabulary Test:**
   - Does this child's intellectual functioning fall in average range?
   - Should I refer him to a specialist?
2. **McCullough Word-Analysis Test (4+):**
   - What basic reading skills does the pupil lack?
   - Which phonetic and structural analysis skills has he mastered?
3. **Botel Reading Inventory,** Botel, 1966.

- Instructor

SEMINAR Discuss individually prescribed instruction and other recent innovations to provide for the wide difference in learning skills which exist in a classroom.

- Student teacher

OBSERVE IN ASSIGNED CLASSROOM Watch techniques used by cooperating teachers to individualize instruction.

TUTORIAL ACTIVITIES in community centers.

PERFORMANCE CRITERIA

Before student teaching each student will complete:
- A case study of 1 child.
- A sociometric test and matrix for his classroom.

See Case Study, MH 301-7; Information Sheet, MH 301-8, and Report Outline, MH 301-9.

During student teaching each student will:
- Administer the *Peabody Picture Test, McCullough Word Analysis Test (4+)* and the *Botel Reading Inventory* to at least 1 child.
- Demonstrate his understanding of the unit by completing satisfactorily, in the judgment of the staff, items 8, 10, 11c, 11d and 12 of the **Observation Guide, EDU 104-6.**

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Inner-City Simulation Laboratory.
  Incident 17. *Panel Report.*
  Incident 34. *The Committee Assignment.*

Critical Teaching Problems.
  Problem 6. *Finding Appropriate Material for Pupils Reading One or More Years Below Grade Level.*
  Problem 7. *Differentiating Instruction for Slow, Average and Gifted Children.*
  Problem 16. *Integrating the Isolated, Disliked Child.*
  Problem 20. *Providing Appropriate Work for the Rest of the Class While Working With A Small Group or With Individual Problems.*
  Problem 25. *Not Knowing How to Deal with Children's Reading Problems.*

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EDU 107-1S

SECTION Teaching Strategies—Individualized Instruction

SUBJECT **UNIT PLAN**—Secondary

mcrel

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time/due date: **Seminars, 12 hours; observation in schools, 5 hours; tutorial activities, 2 hours.**

Summary: Techniques for gathering and measuring educational and social information about pupils is covered in this unit. Recognition is given to the variety of learning rates and disabilities in the inner-city learners. How to use data essential to individualized instruction is studied.

UNIT ACTIVITIES:

Responsibility	ACTION
• Instructor	**SEMINAR** Discuss individualizing instruction. **See Seminar Questions—Individualizing Instruction, EDU 107-2S.**
• Student teacher	**OBSERVE IN ASSIGNED CLASSROOM** Watch techniques used by cooperating teacher to individualize instruction. **MAKE CUMULATIVE FOLDERS** based on case studies of pupils. **See Case Study, MH 301-7; Information Sheet, MH 301-8, and Report Outline, MH 301-9.** **HOME VISITS** to develop case study of child.
• Instructor	**SEMINAR** Present simulated problems: **See Inner-City Simulation Laboratory, BIBLIOGRAPHY.** Incident 8. *Barry Parson's and Mark Connor's Report Cards.* Dealing with children who do not care if they receive poor grades. **See Critical Teaching Problems, BIBLIOGRAPHY.** *Sociogram of Pat Taylor's Class.* Examine charts of acceptance and rejection concerning class. Note class structure and individual relationships within the group.
• Sociometric consultant	**SEMINAR** is led by a consultant experienced in sociometric techniques. **See Seminar Questions—Social Structure of the Classroom, EDU 107-4.**
• Student teacher	**DEVELOP A SOCIOMETRIC TEST** and matrix for your class.

SUBJECT **Unit Plan**—Secondary

SECTION Teaching Strategies—Individualized Instruction

- Instructor

PRESENT AND DISCUSS the film *Discovering Individual Differences.* How the teacher gets to know and understand each child and adapts her teaching program to individual needs (25 minutes).

PERFORMANCE CRITERIA:

Before student teaching each student teacher will complete:

- A case study of 1 child.
- A sociometric test and matrix for his classroom.

See Case Study, MH 301-7, Information Sheet, MH 301-8, and Report Outline, MH 301-9.

During student teaching each student will:

- Administer the *Peabody Picture Test, McCullough Work Analysis Test (4+)* and the *Botel Reading Inventory* to at least 1 child.
- Demonstrate his understanding of the unit by completing satisfactorily, in the judgment of the staff, items 8, 10, 11c and 11d and 12 of the **Observation Guide, EDU 104-6.**

BIBLIOGRAPHY: **BOOKS**

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- Incident 8. *Barry Parson's and Mark Conner's Report Cards.*
- Incident 17. *Panel Report.*
- Incident 34. *The Committee Assignment.*

Critical Teaching Problems.
- Problem 6. *Finding Appropriate Material for Pupils Reading One or More Years Below Grade Level.*
- Problem 7. *Differentiating Instruction for Slow, Average and Gifted Children.*
- Problem 20. *Providing Appropriate Work for the Rest of the Class While Working With a Small Group or With Individual Problems.*

Sociogram. *Sociogram of Pat Taylor's Class.*

FILM

Discovering Individual Differences, McGraw-Hill, 25 minutes B&W. Companion film—*Each Child is Different.*

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EDU 107-2E

SECTION Teaching Strategies—Individualized Instruction

mcrel

SUBJECT SEMINAR QUESTIONS—
INDIVIDUALIZING INSTRUCTION—
Elementary

Summary: Instructor will analyze taped teaching sessions made in local schools to show how instruction may be individualized.

DISCUSSION TOPICS:

METHODS How can teachers individualize instruction?

INFORMATION NEEDED What information about the child is necessary to individualize instruction?

What are the best sources for this information?

USE OF DATA How can data be organized and evaluated to be most useful?

How can data be built into total instructional design?

OTHER FACTORS Why would an awareness of the social dynamics of the class tend to enable the classroom teacher to be more effective in relating to individuals within the class? (References: Northway, 1966; Taba, 1966.)

* * * * *

EDU 107-2S

SECTION Teaching Strategies—Individualized Instruction

SUBJECT SEMINAR QUESTIONS—INDIVIDUALIZING INSTRUCTION—Secondary

Summary: Instructor will analyze taped teaching instructions made in local schools to show how instruction may be individualized.

DISCUSSION TOPICS:

INFORMATION NEEDED What information about the child is necessary to individualize instruction?

What are the best sources for this information?

USE OF DATA How can data be organized and evaluated to be most useful?

How can data be built into total instructional design?

OTHER FACTORS How can a teacher deal effectively with pupils who are confused or frustrated in the classroom?

.....

EDU 107-3E

SECTION Teaching Strategies—Individualized Instruction

SUBJECT SEMINAR QUESTIONS—
INFORMAL READING INVENTORY—
Elementary

mcrel

Summary: After viewing the tape, the students will discuss the Informal Reading Inventory.

DISCUSSION TOPICS:

INSIGHTS What insights are gained with interest inventories?

OPERATIONAL LEVEL Why is it of utmost importance to determine the operational level of each child?

DISABILITIES How can you determine specific reading disabilities?

ADAPTING MATERIAL In what ways may you adapt material having individualization of instruction for your goal?

ADVANTAGES How or why might disregard for individualization cause chaotic classroom situations?

. . . . .

SECTION Teaching Strategies—Individualized Instruction

SUBJECT SEMINAR QUESTIONS—
SOCIAL STRUCTURE OF THE CLASSROOM

mcrel

Summary: A consultant experienced in sociometric techniques will lead a discussion on identifying and understanding the social structure of a classroom.

DISCUSSION TOPICS:

INFORMATION NEEDED What information about conditions enhancing or impeding learning will help you in guiding instruction?

SOCIAL STRUCTURE What is the structure of the pupil society in your classroom?

What are the cliques? Who is included in them?

Who are the isolates?

Who are the most popular pupils?

REMEDY What are the mechanics of grouping so that each child is included?

EDU 108-1E

SECTION Teaching Strategies—Reaching Tentative Conclusions

SUBJECT **UNIT PLAN**—Elementary

mcrel

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time/due date: **Seminars, 9 hours; observation in schools, 5 hours; microteaching, 8 hours; tutorial activities, 2 hours.**

Summary: "Achieving closure" is the technique of bringing the class to a logical conclusion of a problem which is not necessarily the teacher's conviction but must be in harmony with the evidence available.

UNIT ACTIVITIES:

Responsibility — ACTION

- Instructor — **SEMINAR** Discuss the validity of conclusions. **See Seminar Questions—Validity of Conclusions, EDU 108-2.**
- Student teacher — **OBSERVE COOPERATING TEACHER** in assigned schools to determine methods of reaching conclusions.
- Instructor — **DISCUSS AND DEMONSTRATE** techniques for achieving closure which will be practiced in microteaching. **See Microteaching—Achieving Closure, EDU 108-3, and Microteaching Instructions, EDU 104-7.**
- Student teacher — **MICROTEACHING**
  1. Develop lesson plans using closure techniques.
  2. Teach session with 2 observers.
  3. Have critique session by staff and students.
  4. Reteach session if needed or desired.

  See Microteaching Instructions, EDU 104-7; Microteaching—Achieving Closure, EDU 108-3, and Critique Form—Achieving Closure, EDU 108-4.

  TUTORIAL ACTIVITIES in community centers.

PERFORMANCE CRITERIA:

Before student teaching, at least 60 percent of the pupils in the microteaching class must answer "yes" to the first 2 questions on the **Pupil Evaluation Form, EDU 108-5,** and the instructor will evaluate answers to the third question. Failure to achieve this criteria in the judgment of the instructor will be followed by a reteach session with different pupils.

After student teaching each student teacher will also perform satisfactorily, in the judgment of the staff, items 7, 8, 9 and 18 of **Observation Guide, EDU 104-6.**

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Rucker, W. R. *Curriculum Development in the Elementary School*, New York, Harper and Row, 1960. Chapter 3.

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EDU 108-1S

SECTION Teaching Strategies—Reaching Tentative Conclusions

SUBJECT **UNIT PLAN**—Secondary

mcrel

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time/due date: **Seminars, 9 hours; observation in schools, 5 hours; microteaching, 8 hours; tutorial activities, 2 hours.**

Summary: "Achieving closure" is the technique of bringing the class to a logical conclusion of a problem which is not necessarily the teacher's conviction but must be in harmony with the evidence available.

UNIT ACTIVITIES:

Responsibility	ACTION
• Instructor	**SEMINAR** Discuss the validity of conclusions. **See Seminar Questions—Validity of Conclusions, EDU 108-2.**
• Student teacher	**OBSERVE COOPERATING TEACHER** in assigned schools to determine methods of reaching conclusions.
• Instructor	**DISCUSS AND DEMONSTRATE** techniques for achieving closure which will be practiced in microteaching. **See Microteaching—Achieving Closure, EDU 108-3, and Microteaching Instructions, EDU 104-7.**
• Student teacher	**MICROTEACHING** 1. Develop lesson plans using closure techniques. 2. Teach session with 2 observers. 3. Have critique session by staff and students. 4. Reteach session if needed or desired. **See Microteaching Instructions, EDU 104-7; Microteaching—Achieving Closure, EDU 108-3, and Critique Form—Achieving Closure, EDU 108-4.** **TUTORIAL ACTIVITIES** in community centers.

PERFORMANCE CRITERIA:

Before student teaching, at least 60 percent of the pupils in the microteaching class must answer "yes" to the first 2 questions on the **Pupil Evaluation Form, EDU 108-5,** and the instructor will evaluate answers to the third question. Failure to achieve this criteria in the judgment of the instructor will be followed by a reteach session with different pupils.

After student teaching each student teacher will also perform satisfactorily, in the judgment of the staff, items 7, 8, 9 and 18 of **Observation Guide, EDU 104-6.**

EDU 108-1S

McREL COOPERATIVE URBAN TEACHER EDUCATION PROGRAM MANUAL

SUBJECT **Unit Plan**—Secondary

SECTION Teaching Strategies—Reaching Tentative Conclusions

BIBLIOGRAPHY: **BOOKS**

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Wayne, J. P. *Theories of Education,* New York, Harper and Row, 1963.

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EDU 108-2

SECTION Teaching Strategies—Reaching Tentative Conclusions

SUBJECT SEMINAR QUESTIONS—
VALIDITY OF CONCLUSIONS

mcrel

Summary: These questions consider the validity of conclusions.

DISCUSSION TOPICS:

DIFFERING OPINIONS Does every pupil have a right to his own opinion concerning a given problem?

____

____

If opinions differ, how might these differences be resolved?

____

____

Which method appears to be more nearly consistent with your assumptions regarding the teaching-learning process?

____

____

BASIS FOR JUDGMENT OF VALIDITY What seems to constitute the most logical basis for reaching conclusions?

____

____

Is the teacher always right? ____________________

____

Is the teacher right more often than the pupils? ____________

____

PREVAILING CONCLUSION If pupils and teacher disagree on the solution to a problem, whose conclusion should prevail? Why? ____________________

____

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SECTION Teaching Strategies—Reaching Tentative Conclusions

SUBJECT MICROTEACHING—ACHIEVING CLOSURE

mcrel

Summary: Achieving closure is one of the 4 teaching skills developed in the microlessons described in **Microteaching Instructions, EDU 104-7.**

EXPLANATION OF CLOSURE: The skills of achieving closure and establishing set are complimentary. Closure helps the pupil **to relate new knowledge to past knowledge** and is more than a quick summary of the material in a lesson. In addition to binding major points together and linking past knowledge to new knowledge, closure provides the student with a needed feeling of achievement. It is an aid at specific points within the lesson so that pupils may know where they are and where they are going. If the lesson plan is not completed, closure can still be attained by drawing attention to what has been accomplished.

EXAMPLES:

SUGGESTIONS FOR ATTAINING CLOSURE

1. Draw attention to the completion of the lesson or part of the lesson by:
   - **Providing consolidation** of concepts and elements which were studied previously.
   - **Relating lesson** to the original organizing principle.
   - **Reviewing major points** using an outline.
   - **Summarizing discussion** including major points covered by teacher and class.
   - **Developing all the elements** of the lesson into a new unity.
   - **Reviewing major points** throughout the lesson.
2. Make connections between previously known material, currently presented material and future learning by:
   - **Reviewing sequence** which has been followed in moving from known to new material.
   - **Applying what has been learned** to similar examples and cases.
   - **Extending material** covered to new situations.

EXAMPLES: (Cont'd.)

3. Allow students opportunity to demonstrate what they have learned by:
   - **Providing for pupil practice** of new learning.
   - **Providing for pupil summary.**
4. Develop unsuspected closure by:
   - **Helping pupils develop** what has been presented into a new unsuspected synthesis.
5. Reach tentative conclusions by:
   - **Requiring pupils** to reach conclusions in harmony with evidence presented.
   - **Probing to determine** if other conclusions could be logically drawn.

PERFORMANCE CRITERIA:

At least 60 percent of the pupils in the microteaching class must answer "yes" to the first two questions on the **Pupils' Evaluation Form, EDU 108-5,** and the instructor will evaluate answers to the third question. Failure to achieve this criteria in the judgment of the instructor will be followed by a reteach session with different pupils.

Observers on the microteaching team will use **Critique Form—Achieving Closure EDU 108-4,** which will be considered at the critique session and must be evaluated satisfactorily in the judgment of the education specialist or a reteach session will be scheduled with new pupils.

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EDU 108-4

SECTION Teaching Strategies— Reaching Tentative Conclusions

SUBJECT CRITIQUE FORM—ACHIEVING CLOSURE

mcreL

Summary: On this form student teacher observers evaluate the performance of their team member teaching a microclass.

INSTRUCTIONS:

1. This sheet is filled in by observers and used in critique sessions.
2. Be specific in explaining each criticism.

Student teacher ______________________________

Subject/Grade ____________________ Observer ______________

Teach____________________ Reteach ____________________
(indicate which one)

METHODS OF CLOSURE:

THE TEACHER achieved closure by:

Reviewing major points and ideas throughout the lesson.

____

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Making connection between previously known material, currently presented material and future learning.

____

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____

Allowing students to demonstrate what they had learned—providing for pupil summary or pupil practice of new learning.

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Page 1 of 2

EDU 108-4

McREL COOPERATIVE URBAN TEACHER EDUCATION PROGRAM MANUAL

SUBJECT Critique Form—Achieving Closure

SECTION Teaching Strategies—Reaching Tentative Conclusions

METHOD OF CLOSURE: (Cont'd.)

Summarizing the class discussion including the major points covered by the teacher and class.

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COMMENTS

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EDU 108-5

SECTION Teaching Strategies—Reaching Tentative Conclusions

SUBJECT PUPILS' EVALUATION FORM

mcrel

Summary: On this form, pupils evaluate the performance of their student teacher in a microclass.

INSTRUCTIONS: These questions are to be asked of pupils by the 2 student teachers assigned to observe each microteaching session.

Student teacher ____________________

Subject/Grade ____________ Date ____________

QUESTIONS FOR PUPILS:

1. Did you know what the teacher was talking about?
   Yes ____
   No ____

2. Did you learn something from the lesson?
   Yes ____
   No ____

3. What was it? What did you learn from the lesson?

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PERFORMANCE CRITERIA: **See Microteaching—Achieving Closure, EDU 108-3, Performance Criteria.**

SOC 200-1

SECTION Sociology

SUBJECT INDEX

mcrel

		Number of Pages
SOC 200	Sociology	
	-1 Index	2
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	Purpose	
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SOC 201	Life in The Inner City	
	-1 **UNIT PLAN***	2
	-2 Report on Inner City Living	1
	-3 Group Projects	1
	Projects 1 and 2	
	Census Report	
SOC 202	Urban School Organization	
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	Report Questions	
SOC 203	Socio-Cultural Aspects of The Inner City	
	-1 **UNIT PLAN***	4
	-2 Characteristics of the Lower Strata	1
	Discussion Topics	
	-3 Weekend "Live-in"	1
	Orientation Session Activities	
	Performance Criteria	
	-4 Ethnographic Study—Local School District	2
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	-6 Special Project—Unemployment Problem	1
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	Performance Criteria	
	-7 Special Project—Hospital Care Problem	1
	Instructions	
	Performance Criteria	

		Number of Pages
SOC 203	Socio-Cultural Aspects of The Inner City (Cont'd.)	
	-8 Music Analysis—Country Western vs. Blues **Instructions** **Performance Criteria**	1
	-9 Edward T. Hall's Map of Culture	1
SOC 204	Developing Teaching Strategies	
	-1 **UNIT PLAN***	2
	-2 Learning Attitudes of the "Culturally Disadvantaged"	1
SOC 205	Deviant Behavior	
	-1 **UNIT PLAN***	3

*Includes Unit Activities, Performance Criteria, Bibliography.

*****

SOC 200-2

SECTION Sociology

SUBJECT GENERAL INFORMATION

McREL

Summary: The overall purpose, objectives and performance criteria for the sociology instruction of the program are given here. The 5 Sections which follow give the details for the activities.

PURPOSE:

DESIGNED TO HELP the student teacher understand social factors indigenous to the inner-city area and to create a larger frame of reference to help him solve classroom problems, the sociology portion of a Cooperative Urban Teacher Education program explores:

- Life in the inner city.
- Urban school organization.
- Socio-cultural aspects of the inner city.
- Developing teaching strategies.
- Atypical behavior.

TWO-FOLD METHOD

1. Conceptual or academic—dealing with concepts, principles, analysis presented in seminars.
2. Field activities which supplement the seminars. Designed to minimize cultural shock, these activities help the student teacher comprehend the world of the pupils and provide an experimental base for applying social concepts to real situations.

OBJECTIVES:

LIFE IN THE INNER CITY, SOC 201

To study ecological processes of urban growth and how they affect social groups.

Define "inner city" and locate its boundaries.

Analyze the concepts:

Centralization
Decentralization invasion
Segregation
Succession
Ghetto
Ethnic
Race

OBJECTIVES (Cont'd.)

Show how institutions and organizations of the inner city relate to the residents.

Determine size and location of different ethnic groups.

Study census data for assigned school district.

Develop suitable codes of conduct appropriate to these ethnic groups.

URBAN SCHOOL ORGANIZATION, SOC 202

To identify formal and informal structures in urban schools.

Describe teacher's role in school and community.

Identify role conflicts an individual teacher might experience

Compare inner-city schools with non-inner-city schools.

Consider the significance to education of these terms:

- Bureaucracy
- Role
- Status
- Social system
- Role conflict
- Informal structure
- Formal structure
- De facto segregation
- De jure segregation

SOCIO-CULTURE ASPECTS OF THE INNER CITY, SOC 203

To define these concepts in relation to the poor:

- Stratification
- Ascribed status
- Achieved status
- Social class
- Life styles
- Life chances
- Culture
- Subculture
- Prejudice
- Discrimination
- Values
- Assimilation
- Cultural pluralism
- Ghetto specific behavior
- Culture of poverty
- Institutionalized racism

Study social class structure of American society.

Identify causes and solutions of poverty.

Describe socio-cultural characteristics of the poor.

Contrast cultural differences in subcultures.

Interpret effects of prejudice and discrimination on subcultures.

Analyze trend of acculturation-assimilation or pluralism.

OBJECTIVES (Cont'd.)

DEVELOPING TEACHING STRATEGIES, SOC 204

To study these terms in association with the low-income pupil:

Culturally disadvantaged	Self-concept
Learning styles	Peer groups
Teaching strategies	

Identify characteristics of educationally disadvantaged.

Describe values and goal-assumptions of teachers and how they affect learning of disadvantaged pupils.

Identify social groups important to educationally disadvantaged child and their effects.

Acquire teaching strategies effective with educationally deprived pupils.

DEVIANT BEHAVIOR, SOC 205

To define social deviance and delinquency.

Identify causes of delinquency and describe how the school contributes to it.

Examine forms of delinquency and methods of coping with them.

FINAL PERFORMANCE CRITERIA:

Individuals who are inner-city residents and organization leaders interview the student teachers to determine whether their attitudes and understandings are acceptable for prospective teachers.

Interviewers ask student teachers these questions:
Do you want to teach in the inner city? Why?
Do you prefer to teach in the inner city? Why?
What do you feel you have to offer inner-city residents?
How would you relate to a child and the parents of the inner city?
Do you see a value in bilingual education? Why?
What do you see as causes of poverty in the inner city?
Do you understand the life styles of inner-city students? How?
Should schools teach ethnic studies? Why?
Should teachers listen to the feelings and concerns of parents? Why?
Do you feel you understand the problems of the inner city? How?
What leaders do you know? What kinds of meetings have you attended?

FINAL PERFORMANCE CRITERIA (Cont'd.)

Interviewers evaluate students according to these questions:

Does the student display a knowledge and understanding about the inner city?
Strengths? Weakness? Suggestions for improvement.

Does the student understand the problems of low-income people?
Strengths? Weakness? Suggestions for improvement.

Does the student indicate a sincere desire and willingness to teach in the inner city? Strengths? Weakness? Suggestions for improvement.

Does the student indicate the ability to relate positively to inner-city pupils? Strengths? Weakness? Suggestions for improvement.

* * * * *

SOC 201-1

SECTION Life in The Inner City

SUBJECT **UNIT PLAN**

mcrel

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time/due date: **Seminar, 6 hours; community centers, 1 hour; social agencies, 8 hours; census study, 4 hours.**

Summary: Student teachers, largely derived from the middle classes, have had little experience with the inner city and sometimes fear it. They should increase their factual knowledge about institutions and life in these urban areas and be involved with inner-city activities and people.

UNIT ACTIVITIES:

Responsibility	ACTION
• Instructor	**SEMINAR DISCUSSION** on the ecological system, processes, patterns of urban growth and the characteristics of the inner city.
• Consultants and instructors	**PANEL SPEAKERS FROM MODEL CITIES**, Urban Renewal and Community Action will acquaint students with the inner-city problems and programs for alleviating poverty and blight. Speakers from the inner-city community will suggest appropriate behavior for those engaged in community activities.
• Student teachers	**FIELD WORK AND VOLUNTEER WORK** in community centers, preferably near each student's assigned school. These centers usually have special activities such as arts and crafts or tutorial programs in which a student teacher may work with young people outside the formal classroom setting. Students should spend about 1 hour a week for 14 weeks.
	VISIT ONE TRANSITIONAL AREA where whites are being replaced by blacks or residences by industry. Ascertain attitudes of residents and their problems.Contact local neighborhood centers, ministers, social workers, Vista volunteers and school personnel.
	ACQUAINT YOURSELF WITH various places, institutions, agencies in the inner city: **Social** Storefronts, churches, local hangouts (bars, taverns), community centers. **Educational** Schools, community centers, training centers (Job Corps), programs for dropouts.

Student teachers (Cont'd.)

Political Legal aid services, civil rights organizations.

Economic Employment bureaus, welfare agency.

Health Health centers, etc.

SUBMIT A REPORT describing inner-city characteristics.

OTHER GROUP PROJECTS **See SOC 201-3.**

PERFORMANCE CRITERIA:

The written report analyzing the inner city will illustrate each student's ability to understand the major concepts of this unit. **See Report on Inner City Living, SOC 201-2.**

After being in the program 3 weeks, each student teacher will demonstrate that he is learning the inner city by taking a staff member or inner-city resident on a tour locating:

4 urban Title I schools.
4 neighborhood centers.
3 inner-city churches.
Racial-ethnic boundaries.

The instructor and community center director will judge each student's performance in community center activities in terms of:

1. Ability to relate to young people.
2. Willingness to work.
3. Responsibility in attending weekly sessions.

Newspaper reports of inner city: Project must include a total of 25 articles from at least 3 different sources.

Census study analysis must include the items from **Report on Inner-City Living, SOC 201-2.**

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Hunter, D. R. *The Slums: Challenge and Response*. New York, The Free Press, 1964.

FILMS

Portrait of the Inner City, Produced by McGraw-Hill Films in collaboration with Vision Associates, 330 West 42nd Street, New York, New York 10036.

Uptown: A Portrait of the South Bronx, Produced by Herb Danska Films, 498 Third Avenue, New York, New York 10016.

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SOC 201-2

SECTION Life in The Inner City

SUBJECT REPORT ON INNER-CITY LIVING

mcreL

Summary: Student teachers should include the following in their report describing inner-city characteristics.

REPORT TOPICS:

TRANSITIONAL AREA Describe the ecological processes of urban growth and how these effect social relationships.

Define and illustrate through analysis the following major concepts:

- Centralization
- Decentralization invasion
- Segregation
- Succession
- Ghetto
- Ethnic
- Race

MAP MAKING Define the concept "inner city" and describe how institutions, agencies and various organizations—schools, poverty programs, Model Cities Agency, Urban Renewal—determine the boundaries of the inner city.

Identify racial and ethnic groups giving size and location.

COMPUTE CENSUS data of assigned neighborhood school district.

SOC 201-3

SECTION Life in The Inner City

SUBJECT GROUP PROJECTS

McREL

Summary: Student teachers will do the first two projects as group activities. All students must submit a census study.

NOTE: When more than one student is assigned to a school, the census study may be done cooperatively.

GROUP PROJECT 1: **IDENTIFY INNER CITY BOUNDARIES** Use a map of the urban area which shows the boundaries as defined by the Office of Economic Opportunity, Model Cities, Urban Renewal and the Title 1 area of the school system. Indicate the location of various racial and ethnic groups.

GROUP PROJECT 2: **ASSEMBLE NEWS ARTICLES** from local, neighborhood and ethnic newspapers. Analyze this information about the inner city. Look for articles which discuss discrimination, education, law enforcement, civil rights and employment. What image of the inner city would you have if newspapers were your only source of information?

CENSUS STUDY: **CONDUCT A CENSUS STUDY** of assigned neighborhood school district. Compute data for all census areas in your school district including those which may be only partially within the boundaries.

COMPUTE THE FOLLOWING INFORMATION:

1. Number of white, black, foreign born, Mexican-American and total. Give percentages also.
2. Give percent of families earning less than $3000, less than $6000. Compute median total income.
3. Give percent of manual workers who are unskilled, semiskilled and skilled. Give median of school year completed.
4. Add up total number of persons under 18. Give percent of persons under 18 and of persons under 18 who are living with both parents.
5. Give the number of persons who have lived in the area more than 5 years.
6. Give percent of housing units which are deteriorating, dilapidated or overcrowded. Give percent of rental units and median rent.

INCLUDED IN THE REPORT should be your overall impression of the school district.

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SOC 202-1

SECTION Urban School Organization

SUBJECT **UNIT PLAN**

McREL

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time/due date: **Seminars, 9 hours; school observation, 13 hours; community center, 1 hour; board of education, 2 hours.**

Summary: An explanation of the social and power structure of the educational system will alleviate many fears and uncertainties of the student teacher in this new situation and will permit him more control over the school environment.

UNIT ACTIVITIES:

Responsibility	ACTION
• Instructor	**SEMINAR** Discuss school as a complex organization affected by: • Informal structure of a school, its function. • Role structure and role conflict within the educational system. • Comparison of inner-city schools within suburban schools. **NOTE: Direct students to BIBLIOGRAPHY for this discussion.**
• Guest speakers	**PANEL** of inner-city residents, teachers' union representatives and school personnel on "Local School Problems and Solutions."
• Student teachers	**FIELD WORK** • Visit to board of education to observe the bureaucratic structure in action. • Attend 2 public school board meetings. • Attend 2 meetings of a local community educational council. • Observe in assigned schools the supervising teacher functioning in his various capacities. **See The Teacher's Role, SOC 202-2.** **WRITTEN REPORT** Follow your observations with a report. **See The Teacher's Role, SOC 202-2.** **READING ASSIGNMENT** 1. Clark, Kenneth *Dark Ghetto*, New York, Harper and Row, 1965. 2. *U. S. Riot Commission Report*, 1968, pp. 424-456.

PERFORMANCE CRITERIA: Each student will be judged on his ability to use all the major sociological concepts found at the end of **The Teacher's Role, SOC 202-1** in his written report.

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SOC 202-2

SECTION Urban School Organization

SUBJECT THE TEACHER'S ROLE

mcrel

Time/due date: **13 hours; report due 15th week.**

Summary: Student teachers will observe their supervising teacher and describe the extent to which he fulfills the following teacher roles. (Havighurst and Neugarten, 1967, pp. 431-453.)

TEACHER'S ROLES:

MEDIATOR OF LEARNING Attempts to change pupils' behavior toward what is socially approved; knows what is to be taught and how; has organized and structured behavior.

PARENT SUBSTITUTE Displays affection for pupils by helping them with clothing, praising or censuring social or emotional behavior.

JUDGE Displays authority to make decisions.

CONFIDANT Displays a friendly relationship with pupils.

SURROGATE OF MIDDLE-CLASS MORALITY Not only teaches but expects the child to display characteristics of middle-class morality.

REPORT QUESTIONS:

INSTRUCTIONS Include in the written report of your observations the following major sociological concepts: bureaucracy, role, status, social system, role conflict, informal structure, formal structure and de facto segregation.

1. Observe and describe any situation which gives the appearance that the teacher feels caught up in a system which leaves him powerless. How does he react?
2. Describe how you think the principal of your school perceives his role in the system. This may involve a personal interview with him.
3. Observe and describe situations where there is conflict between the teacher and the principal. What is the nature of the conflict and how is it handled?
4. Observe and describe situations in your school where the informal structure is operating in direct contradiction to the formal structure.
5. Observe and describe the formation of various informal rifts between teachers. What purposes do these cleavages serve?
6. Describe the extent to which various teachers in your school participate in local community activities.
7. Describe your school in terms of conditions, staff problems and community attitudes.

SOC 203-1

SECTION Socio-Cultural Aspects of The Inner City

SUBJECT **UNIT PLAN**

mcreL

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time/due date: **Seminars, 15 hours; field work—field trips, 8 hours; "live-in," 48 hours; community analysis, 20 hours; community center, 1 hour.**

Summary: In order to minimize cultural shock, avoid confusion and hostility and appreciate the values and life styles of the inner-city culture, the student teacher needs to examine the socio-cultural characteristics of low-income families, the subcultures existing in the inner city and to experience some of the societal forces that restrict the inner-city person.

UNIT ACTIVITIES:

Responsibility	ACTION
• Instructor	1. **SEMINAR** Discuss socio-economic system of American society. • Stratification—a concept in describing social behavior. • Class structure of American society. • Determinants of social class. 2. **SEMINAR** Discuss characteristics of the lower strata in American society. **See Characteristics of the Lower Strata, SOC 203-2 and READING ASSIGNMENT in this unit plan.**
• Guest speakers	**PANEL OF SPEAKERS** from civil rights groups, human relations departments and militant groups to discuss specific discriminatory practices in the local area.
• Instructor and students	**DIRECT ROLE PLAYING** situations where students assume roles of black militants, white supremists, brown militants or integrationists. Attempt to resolve racial and ethnic problems. The purpose is to illustrate the emotionality and irrationality of prejudice. Provide each group with 30-40 minutes to develop its arguments and assume the viewpoint of the roles.
	WEEKEND "LIVE-IN" **See Weekend "Live-In," SOC 203-3.**
• Student teachers	**ETHNOGRAPHIC STUDY AND WRITTEN REPORT** **See Ethnographic Study—Local School District, SOC 203-4.**

Student teachers (Cont'd.)

OTHER FIELD ACTIVITIES AND WRITTEN REPORTS Do a content analysis on music comparison. Also, another analysis should be on one of these subjects: apartment hunting, seeking employment, or hospital observations.

See Special Projects—Apartment Hunting Problem, SOC 203-5, Unemployment Problem, SOC 203-6, Hospital Care Problem, SOC 203-7, and Music Analysis—Country Western vs. Rhythm & Blues, SOC 203-8.

READING ASSIGNMENT

1. Carlson, Terry *An Ethnographic Study of a High-Rise Low Cost Housing Project: A Case Study with Educational Implications.*
2. Gans, H. J. *The Urban Villagers.*
3. Hammerz, Ulf *Soulside.*
4. Heller, C. S. *Mexican-American Youth: Forgotten Youth at the Crossroads.*
5. Keller, Suzanne *The American Lower Class Family.*
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8. Rainwater, Lee Crucibles of Identity, from Parsons, T. and and Clark, K. (Eds.) *The Negro American.*

PERFORMANCE CRITERIA: Refer to pages **SOC 203-3, 4, 5, 6, 7, 8, for Performance Criteria** on each of these activities.

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SOC 203-2

SECTION Socio-Cultural Aspects of The Inner City

SUBJECT CHARACTERISTICS OF THE LOWER STRATA

mcreL

Summary: Discuss socio-economic system of American society.

DISCUSSION TOPICS:

NATURE OF POVERTY and ways to alleviate it.

SOCIO-CULTURAL characteristics of the poor including life styles and life chances.

RELATIONSHIP OF SOCIAL class to education.

RACIAL, ETHNIC AND SOCIO-ECONOMIC variations within the inner city and how these develop into diverse subcultures with different orientations and needs:

- Mexican Americans
- Blacks
- Italians

RACIAL AND ETHNIC SUBCULTURES encounter prejudice and discrimination:

- Causes of prejudice.
- Ways of reducing prejudice.
- Forms of discrimination.
- Assimilation or pluralism?

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SOC 203-3

SECTION Socio-Cultural Aspects of The Inner City

SUBJECT WEEKEND "LIVE-IN"

Summary: A weekend "live-in" will be arranged with an inner-city family through the local chapter of the National Welfare Rights Organization. Each student will stay with a family who is not of his racial or ethnic identity.

ORIENTATION SESSION ACTIVITIES:

Responsibility	ACTION
• Instructor	**PRIOR TO "LIVE-IN"** An orientation session will be held to introduce student teachers to guidelines for behavior, based on Burger's manual, "Ethnic Live-in," 1969. **See Unit Plan, SOC 203-1, BIBLIOGRAPHY.**

INSTRUCTIONS FOR OBSERVATIONS

1. Nature of family structure—matriarchial? or patriarchial?
2. Child rearing practices.
3. Home materials for learning—games, reading, etc.
4. Eating habits—kinds of food, regularity of meals, family style, etc.
5. Purchasing patterns—what does the family spend its money on.
6. Recreational activities—family games, organized games, etc.
7. Friendship patterns.

• Student teacher

WRITTEN REPORT will be due 3 days after "live-in." Include the use of at least 4 sociological concepts listed below:

Stratification
Assimilation
Social class
Life styles
Life chances
Ghetto-specific behavior

Culture
Prejudice
Values
Poverty
Subculture

Discrimination
Ascribed status
Achieved status
Cultural pluralism
Institutionalized racism
Culture of poverty

PERFORMANCE CRITERIA: Each student report must include the use of at least 4 sociological concepts plus evidence that he has completed the observations listed above.

SECTION Socio-Cultural Aspects of The Inner City

SUBJECT ETHNOGRAPHIC STUDY—LOCAL SCHOOL DISTRICT

mcrel

Summary: Each student teacher will do an ethnographic study of his school district defining the culture he finds there in terms of Hall's components of culture—interaction, association, subsistence, bisexuality, territoriality, learning, play, defense, exploitation. Students assigned to the same school may collaborate.

Reference: The Silent Language, Edward T. Hall, New York, 1959, Appendix II.

OBSERVATION ACTIVITIES:

Responsibility	ACTION
• Student teachers	**ATTEND MEETING** of at least 2 community organizations. (Congress of Racial Equality, Tenant Council, Community Action Neighborhood Meetings.)

VISIT HOME of at least 1 parent on some school related problem.

VISIT THE FOLLOWING PLACES in your school district: barber, hairdresser, lounge, churches, cafe or restaurant, grocery store, merchandizing store, drive-in restaurant.

NOTE THE FOLLOWING characteristics of your neighborhood:

- Policing patterns and attitudes.
- Community services—garbage, street cleaning, etc.
- Buildings—apartments, houses, industrial, secondhand stores, etc.
- Transportation facilities.
- Activities or residents.
- Where do residents work?
- Racial makeup.
- Stability of neighborhood.
- Age of people.
- Noisy or quiet?
- What do people want?
- Types of recreational facilities.

Student teachers (Cont'd.)

REPORT ON OBSERVATIONS is due the 15th week of the program. Incorporate into your study a minimum of 4 of these sociological concepts:

Stratification
Assimilation
Social class
Life styles
Ghetto-specific behavior
Culture
Prejudice
Values
Poverty
Discrimination
Ascribed status
Achieved status
Cultural pluralism
Culture of poverty

PERFORMANCE CRITERIA:

The study must include:

1 explanation of social behavior for each of Hall's components of culture.

4 sociological concepts to interpret or describe social behavior.

7 characteristics of the local neighborhood.

Material gathered from the other field experiences in this unit.

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SOC 203-5

SECTION Socio-Cultural Aspects of The Inner City

SUBJECT SPECIAL PROJECT—
APARTMENT HUNTING PROBLEM

mcrel

Summary: Student teachers will experience the problem of finding suitable housing in a low-income neighborhood and be exposed to the reality of discrimination. The group is divided so that each student performs one of the two projects described here.

PROJECT 1 ACTIVITIES:

Responsibility	ACTION
• Student teachers	**VISIT AT LEAST** 4 different places in search of housing, preferably in your school district. Your rental allowance is not to exceed $60 per month per family. **REPORT YOUR EXPERIENCES** the day after your search. Include: • Physical condition of apartments. • Who owns apartments? (Anglo, etc.) • Where do the owners live? • Are the prices reasonable? • Would this housing be acceptable to a teacher for a permanent residence? • Other pertinent details of your experience. **Note: Report may be done collectively.**

PROJECT 2 ACTIVITIES:

Responsibility	ACTION
• Student teachers	**VISIT 4 DIFFERENT** places in neighborhoods designated by the sociologist as racially or ethnically exclusive. Go in mixed couples—husband-wife; black-white, etc. **REPORT THE PREJUDICES** illustrated and expressed by managers, landlords or residents about certain groups of people.

PERFORMANCE CRITERIA: Students will have visited 4 or more apartments and answered the questions listed above in a written report.

SECTION Socio-Cultural Aspects of The Inner City

SUBJECT SPECIAL PROJECT—UNEMPLOYMENT PROBLEM

mcrel

Summary: The purpose of this exercise is to illustrate the kinds of job opportunities available with the qualifications that many low-income people have. It is designed to help the student teacher understand the problem of these people.

INSTRUCTIONS:

VISIT at least 4 different places in search of employment.

POSE AS A RESIDENT of the inner city who is:

- Unemployed.
- A school dropout.
- Unskilled.
- If a woman, a mother without a husband.

A WRITTEN REPORT of your experience is due 2 days after completion of the project. Include:

- Kinds of jobs available.
- Income.
- Your feelings about job opportunities for low-income people.

PERFORMANCE CRITERIA: The student teacher will attempt to get a job at no less than 4 different places. His report will include the kinds of jobs available, the income offered and his feelings about job opportunities for low-income people.

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SOC 203-7

SECTION Socio-Cultural Aspects of The Inner City

SUBJECT SPECIAL PROJECT—HOSPITAL CARE PROBLEM

mcrel

Summary: The purpose of this experience is to illustrate the kind of medical care available to low-income people.

INSTRUCTIONS: **VISIT A HOSPITAL** available to inner-city residents. Wait in the reception room for a total of about 4 hours and observe:

1. Length of time between patients entering and being treated.
2. Whether health problems of inner-city residents are usually curative rather than preventative.

REPORT your observations and conclusions in a written report.

PERFORMANCE CRITERIA: Written report shall contain the above information.

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SOC 203-8

SECTION Socio-Cultural Aspects of The Inner City

SUBJECT MUSIC ANALYSIS—COUNTRY WESTERN vs. RHYTHM & BLUES

mcrel

Summary: The inner city is a mosaic of social worlds—Mexican-American, Italian, Black, etc—with different needs and life styles. The following assignment is an analysis of blues and country western music, which reflect two different inner-city subcultures.

INSTRUCTIONS: **WRITTEN REPORT** Source can be a rhythm and blues station and a country western radio station. Or you may listen to records of both styles of music if they are available.

LISTEN TO at least 10 songs from each style.

JOT DOWN the views expressed in the lyrics according to the following value dimensions.

NOTE: It is helpful for the instructor to play a few records in seminar to illustrate how to do analysis.

Family—Peer
Society—Street
Self—Other
Work—Leisure
Male—Female
Present—Future
Change—Stability
Fate—Internal Cause
Concrete—Abstract
Subsistence—Achievement
Romantic—Pragmatic Love
Authority—Tolerance
Manual-Visual—Verbal
Affective—Cognitive
Control—Aggression
Primary—Secondary Relationship

CONSIDER

1. What aspect of each dimension is more important?
2. What attitudes are expressed toward each dimension?
3. Are there any value differences between country western and rhythm and blues themes?
4. What similarities are there?

INTERVIEW individuals who prefer one of the styles and determine at least 2 reasons for their preference.

PERFORMANCE CRITERIA: The students must:

Analyze at least 10 songs from each group. Recognize that many basic themes are similar, and have at least 2 reasons why individuals prefer one style—"The song expresses the way I feel," or "I was raised on that kind of music."

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Edward T. Hall's Map of Culture*

CULTURAL COMPONENTS	INTER-ACTIONAL	ORGANIZA-TIONAL	ECONOMIC	SEXUAL	TERRITORIAL	TEMPORAL	INSTRUC-TIONAL	RECREA-TIONAL	PROTECTIVE	EXPLOITA-TIONAL
INTERACTION	Communication Vocal qualifiers Kinesics Language	Status and role	Exchange	How the sexes interact	Places of interaction	Times of interaction	Teaching and learning	Participation in arts and sports (active and passive)	Protecting and being protected	Use of telephones signals writing, etc
ASSOCIATION	Community	Society, class, caste, government	Economic roles	Sexual roles	Local group roles	Age group roles	Teachers and learners	Entertainers and athletes	Protectors doctors, clergy soldiers police, etc	Use of group property
SUBSISTENCE	Ecological community	Occupational groupings.	Work. Maintenance Occupations	Sexual division of labor	Where the individual eats, cooks, etc	When the individual eats, cooks, etc	Learning from working.	Pleasure from working	Care of health, protection of livelihood	Use of foods, resources and equipment
BISEXUALITY	Sex community (clans, sibs)	Marriage groupings	Family	The sexes. Masculine vs. feminine. Biology vs. technical.	Areas assigned to individuals due to sex	Periods assigned to individuals by virtue of sex	Teaching and learning sex roles	Participation in recreation by sex	Protection of sex and fertility	Use of sex differentiating, decoration, adornment
TERRI-TORALITY	Community territory.	Group territory	Economic areas.	Men's and women's territorities.	Formal space Informal space Boundaries	Scheduling of space	Teaching and learning individual space assignments.	Fun, playing games, etc in terms of space	Privacy	Uses of fences and markers
TEMPORALITY	Community cycles	Group cycles	Economic cycles	Men's and women's cyclical activities	Territorial determined cycles	Time sequence, cycles calendars	What the individual learns	When the individual plays	Rest, vacations, holidays	Use of time-telling devices, etc
LEARNING	Community lore: what is taught and learned.	Learning groups and educational institutions.	Reward for teaching and learning	What the sexes are taught	Places for learning	Scheduling of learning	Enculturation Rearing Informal learning. Education	Making learning fun	Learning self-defense and to stay healthy	Use of training aids
PLAY	Community play: the arts and sports.	Play groups: teams and troupes.	Professional sports and entertainment.	Men's and women's play, fun and games	Recreation areas.	Play seasons	Instructional play	Recreation Fun Playing games	Exercise	Use of recreational materials (playthings)
DEFENSE	Community defenses: structured systems.	Defense groups, armies, police, public health, organized religion.	Economic patterns of defense	What the sexes defend (home, honor)	What places are defended	The When of defense	Scientific, religious and military training	Mass exercises and military games	Defenses: formal, informal, technical.	Use of materials for protection
EXPLOITATION	Communication networks	Organizational networks. (cities, building groups, etc.)	Food, resources and industrial equipment	What men and women are concerned with and own	Property: enclosed, counted and measured	What periods are measured and recorded.	School buildings, training aids, etc.	Amusements, and sporting goods and their industries.	Fortifications, armaments, medical equipment and safety devices	Materials, systems contact with environment Motor habits Technology

*From **The Silent Language** by Edward T. Hall, New York, 1959, Appendix II, pp. 218-225.

SOC 204-1

SECTION Developing Teaching Strategies

SUBJECT **UNIT PLAN**

mcrel

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time/due date: **Seminars, 10 hours; school observation, 5 hours; community centers, 1 hour.**

Summary: Student teachers must recognize that middle-class attitudes toward learning may not correspond to those of the inner city; therefore, they must develop teaching strategies to which these children will respond.

UNIT ACTIVITIES:

Responsibility	ACTION
• Instructor	**SEMINAR** Discussion on teaching the "culturally disadvantaged." **See Learning Attitudes of the "Culturally Disadvantaged," SOC 204-2.**
• Inner-city pupils	**PANEL DISCUSSION** On the characteristics of an effective teacher.
• Student teacher	**PROJECT** Develop a teaching strategy for each of the following characteristics of a disadvantaged child: • Present time orientation. • Manual and visual awareness rather than aural. • Externally oriented rather than introspective. • Problem-centered rather than idea-centered. • Inductive rather than deductive reasoning. • Space rather than time concepts. • Use of restricted language as opposed to elaborate language. **NOTE: This project due the 13th week of the program.**

READING ASSIGNMENT

1. Passow, Harry, et al, *Education of the Disadvantaged.*
2. McCloskey, E. F. *Urban Disadvantaged Pupils.*

PERFORMANCE CRITERIA: For each trait listed under **Project** there must be a description of an appropriate teaching strategy. In addition, the instructor will observe student teachers implementing such teaching strategies (such as role-playing) in the classroom.

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Portrait of a Disadvantaged Child: Tommy Knight. McGraw-Hill, 330 West 42nd Street, New York, New York 10036

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SOC 204-2

SECTION Developing Teaching Strategies

SUBJECT LEARNING ATTITUDES OF THE "CULTURALLY DISADVANTAGED"

mcrel

Summary: These questions are discussed by the student teachers during seminar.

DISCUSSION TOPICS:

THE CULTURALLY DISADVANTAGED Who are they? An excellent way to introduce this topic is to ask—Is it possible to be culturally deprived? Mackler and Giddings is a good reference. Eventually the class must consider the social characteristics of the disadvantaged, both positive and negative, and how they relate to learning.

LOWER CLASS BEHAVIOR How does it look to middle-class teachers? How does this affect the pupil's self image and cause alienation?

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VALUES AND GOAL-ASSUMPTIONS How do values of the teacher differ from those of inner-city residents? What teaching strategies are allied with the needs and interests of the disadvantaged? Authors suggest numerous ways to use the characteristics of the poor for effective learning.

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ADOLESCENT SUBCULTURE What is it like? Describe not only its characteristics but also its impact on education.

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SOC 205-1

SECTION Deviant Behavior

SUBJECT **UNIT PLAN**

mcrel

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time/due date:	**Seminar, 12 hours; field work, 12 hours; evaluation, 6 hours.**
Summary:	The student teacher should become aware of possible deviant behavior patterns of low-income youths and the significance of this for classroom teaching.

UNIT ACTIVITIES:

Responsibility	ACTION
• Instructor	**SEMINAR** Discussion to define and examine social deviance and delinquency. These questions should be answered: 1. How are social deviance and delinquency defined? 2. What are the causes of delinquency? 3. Does poverty cause deviant behavior? 4. How do schools and other institutions create or perpetuate deviant behavior? 5. What kind of problem behaviors arise in the classroom, and what coping mechanisms are appropriate for handling them? 6. Discuss the nature of some prevalent social problems among inner-city youth by covering these categories: dropouts, drinking and narcotics, sex offense. **READING ASSIGNMENT** Refer students to **BIBLIOGRAPHY** for reading material on the above questions.
• Guest speakers	**SUPPLEMENTARY LECTURES** on homosexuality, drugs and law enforcement.
• Homosexual	What homosexuality is, kinds of problems the homosexual encounters in the school, and how teachers can communicate with homosexuals in the classroom.
• Drug addict	The problems of drugs in the schools, behavioral characteristics of pupils using drugs, recognizing the drug user and how teachers cope with drug users.
• School dropout	The problems that school dropouts encounter with the school system.

- Law officer, inner-city resident

The process by which the police relate to delinquents and the kinds of problems existing between law enforcement personnel and the inner city.

- Student teacher

FIELD WORK, POLICE WORK During one weekend student teachers spend time with police officers working in the juvenile division, or accompany officers as they work in the inner city.

NOTE Students observe:

1. Attitudes police display toward the people and existing problems, and
2. Methods police employ for dealing with the people and the problems.

DELINQUENTS During evenings (5 to 8 p. m.) for 1 week student teachers work in the juvenile detention home assisting in recreational activities. Purpose is to allow students the opportunity to interact with young people labeled "delinquent" so they can better understand the problem pupil.

NOTE A report is due 1 week after the experience. Students should include such observations as:

1. Attitudes young people display toward education; reasons they like or dislike education.
2. Goals they have and the treatment—physical, social and emotional—they receive from other citizens and authority figures.

READING ASSIGNMENT

1. Martin, N. M. and Fitzpatrick, J. P. *Delinquent Behavior.*
2. Miller, W. B. "Lower Class Culture as a Generating Milieu of Gang Delinquency," *Journal of Social Issues, 14,* 1958.

PERFORMANCE CRITERIA:

A written report should reveal that the student teacher:

Has considered the delinquent in terms of being normal or abnormal, social or anti-social, etc.

Analyzes each delinquent as a part of his own culture.

Observes the way schools contribute to delinquency through unrealistic expectations.

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Culture of Delinquency. National Educational Television Film, 10 min., Columbus Circle, New York, New York 10019

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SECTION Mental Health

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SECTION Mental Health

SUBJECT GENERAL INFORMATION

mcrel

Summary: The purpose and objectives for including the Mental Health component in a Cooperative Urban Teacher Education program is outlined here. Two educational approaches used in this instruction are psychoeducational lectures and discussions and group process seminars—"free floating" discussion sessions. These are described in detail in Sections **Psychoeducational Seminars, MH 301,** and **Group Process Seminars, MH 302.**

PURPOSE:

THE MENTAL HEALTH COMPONENT of the program is based on the conviction that an insecure teacher is incapable of fulfilling adequately the role of a professional teacher. Education for prospective teachers usually stresses educational theories and development of methodological skills, but instruction concerning the human element of teacher involvement is limited. Attention given to this part of the teaching involvement must emphasize increased understanding of the children's emotional development and the teacher's relationship to pupils, school personnel and people of the community.

A COMPETENT TEACHER, from the mental health perspective, is an emotionally matured person who understands his own anxieties, prejudices, attitudes toward authority and defense mechanisms. He can relate responsibly to others and is aware of his importance as an identification figure for his pupils. He feels competent with a comprehensive knowledge of child development and can use this knowledge to motivate his pupils to learn and attain healthy self-concepts. Self-knowledge is a prerequisite for teachers if they are to understand pupils and help them grow toward self-understanding and self-mastery.

PROSPECTIVE TEACHERS in an inner-city program undergo an enormous amount of change, the chief of which is acceptance of a new role in a relatively different culture. This is their first encounter with the responsibility of engaging in professional work, using newly acquired skills and knowledge. The transition period from student to professional status is a critical time containing special stresses:

1. Realization that he is under close observation by the cooperating teacher.

PURPOSE: (Cont'd.)

2. Knowledge that he is not yet a full-fledged teacher with his own class or classroom or perhaps even his own lesson plans.
3. Awareness that a generation-gap may exist between student and cooperating teacher or that personality clashes might flare up between them.
4. Difficulty in being candid with a supervising teacher in whose hands one's professional future partially rests.
5. Recognition of the supervising teacher's limitations, perhaps lack of skill, lack of understanding or interest in children, prejudices or neurotic personality traits such as excessive defensiveness, rigidity or anxiety.

MIDDLE-CLASS BACKGROUNDS Most students who enroll in an inner-city program have middle-class backgrounds and are unfamiliar with the life style of inner-city inhabitants. Even though the group is biracial, and often multiracial, most members have never lived or worked for an extended time with individuals from the inner city. Consequently, as behavior patterns of different group members become apparent, students' values are often challenged.

CULTURAL AND PROFESSIONAL pressures such as the ones mentioned above make it imperative that prospective teachers for urban schools conceive of their teacher role in realizable terms. Concern about personal inadequacy must be resolved before the new teacher can generate a realistic concern for his pupils. When tension over issues and personal problems arise, student teachers must be sensitive to the variety of personal and interpersonal behaviors influencing the situation and learn to resolve conflicts which result from certain behaviors. As new experiences and understandings require adjustment, sufficient support must be given the student teacher to maintain high morale.

OBJECTIVES:

THE MENTAL HEALTH STAFF established the following objectives to help students become sensitive to people, be realistic in their expectations and be optimistic in their work. Prospective inner-city teachers should:

1. Enrich and deepen their understanding of the emotional and psychological development of the child.

OBJECTIVES: (Cont'd.)

2. Increase their understanding of the relationships between the child's psychological development and his classroom performance.
3. Discover and discuss unresolved feelings about themselves and their relationships with those around them.
4. Maintain an optimal level of morale during their learning experience.

SEMINARS:

TWO EDUCATIONAL APPROACHES are used to achieve these objectives. The first is the psychoeducational lecture followed by discussion which relates the lecture material to classroom performance. Students, in addition, are required to make an intensive study of one inner-city child. The second approach is a group process seminar, primarily a "free-floating" discussion session, designed to increase student awareness and ability to cope with personal, interpersonal and group behavior. Both seminars provide students with an opportunity to discuss problems with the staff who furnish personal support when students need it.

FINAL PERFORMANCE CRITERIA:

At the **conclusion of the term** a joint staff interview is scheduled for each student teacher—15 to 20 minutes per student. The student teacher is asked to evaluate:

1. Himself.
2. His performance in the classroom and in the program.
3. His cooperating teacher.
4. His relationship with his teacher.

Note: The evaluations should:

1. Include descriptive evidence.
2. Demonstrate sensitivity to personal strengths and weaknesses as a teacher and as a person.
3. Be aware of possible directions for change and improvement of performances and relationships.

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MH 300-3

SECTION Mental Health

SUBJECT STUDENT LOGS

mcrel

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time/due date: **Instructions for the logs are given the first day. They are to be kept daily and are not read by the staff until final grades are in.**

Summary: The student log is recommended for evaluation of the program. The student teacher's recorded comments help determine where adjustments can be made in the curriculum.

STUDENT LOGS STRUCTURE: **OUTLINE** Unstructured commentaries have been replaced with the following minimum outline designed to give the staff the information it deems most helpful:

Structure for Student Logs (when appropriate, include information concerning the following items in your daily notations).

My most noteworthy experiences today ____________ were:
(date)

1. **In the classroom (observing and student teaching).**
2. **With my peers.**
3. **With the staff.**
4. **With the cooperating teacher.**
5. **With my pupils.**
6. **In the community.**

My reactions were:
Their reactions were:
Explain the interaction if possible:
This was new knowledge to me:
I need information about:

DAILY RECORDINGS: **INSTRUCTIONS** The student teacher is asked to record daily his emotional reactions to persons and events. Students are urged to give their honest reactions. To insure his freedom to write without fear of jeopardizing his grades, the log remains in the student's possession until semester credits have been recorded.

Logs have exhibited a variety of form and content. Some are a simple account of activities or bemoan the financial plight of the student. A valuable log will tell of actual experiences together with inner thoughts and reactions. It is difficult for most persons to make such introspective observations, but these remnants of the students' inner life are the most valuable for evaluation of each program's strengths and weaknesses. Such information also supports the conclusion that middle-class white students do undergo an inner struggle and change as they learn to work in the inner city.

MH 300-3

McREL COOPERATIVE URBAN TEACHER EDUCATION PROGRAM MANUAL

SUBJECT Student Logs

SECTION Mental Health

PERFORMANCE CRITERIA: None

Reference: Clothier, G. and Kartus, I. *Now I have Known Me. Report on Mental Health Aspect of Cooperative Urban Teacher Education Program.* Mid-continent Regional Educational Laboratory, Kansas City, Mo., 1970.

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MH 301-1

SECTION Psychoeducational Seminars

SUBJECT **UNIT PLAN**

mcrel

Summary: To aid student teachers in coping with pupil behavior, seminar sessions present theories about the psychological or emotional development of a child. Basically these sessions are psychoanalytically oriented since this view offers a comprehensive and integrated approach to understanding the child's emotional development.

PURPOSE: **CLASSROOM BEHAVIOR** is a major problem for student teachers of disadvantaged pupils. Misbehavior, lack of motivation to learn and seeming lack of appreciation for academic exercise are prevalent characteristics of these children. To channel pupil behavior into constructive patterns for learning, it is imperative that its causes be understood. The Laboratory's psychology staff feels that student-teacher understanding will be increased if behavior is viewed from a developmental approach. This viewpoint emphasizes the need of children for different kinds of teaching techniques at different stages and directs attention to the influence of environment and culture on the emotional and interpersonal interaction in the classroom and how these affect learning.

PSYCHOANALYTICAL ORIENTATION is viewed as offering a comprehensive and integrated approach to understanding the child's emotional development. When we attempt to relate theoretical concepts to practical classroom situations, we always find limitations and exceptions in the behavior of even one child. Therefore while student teachers are reminded to relate their theoretical knowledge to their teaching role, they are also urged to note instances where theory is inappropriate for understanding, explaining and teaching inner-city pupils. Practical experience in the classroom provides reliable data for developing different approaches needed to direct learning behavior. Combining theoretical and practical information about the performance of inner-city children results in more enlightened understanding in the classroom.

OVERALL OBJECTIVES: **MENTAL HEALTH** objectives emphasized during this part of the program are:

1. To enrich the student teachers' understanding of the child's psychological development.

OVERALL OBJECTIVES: (Cont'd.)

2. To increase his awareness of the relationship between the child's psychological development and classroom behavior and learning.

SEMINAR OBJECTIVES:

DETERMINANTS OF BEHAVIOR, MH 301-2

To grasp the principle that behavior has a causal basis.

MENTAL PROCESSES IN LEARNING, MH 301-3

To understand the functional structure of mental processes and the modes of thought according to psychoanalytic theory.

INTERNAL MOTIVATIONS OF BEHAVIOR, MH 301-4

To define internal motivating forces and their influence on children's behavior.

Acquire a working knowledge of defense mechanisms.

STRIVING FOR AUTONOMY, MH 301-5

To gain understanding of ego development and how the child relates to reality.

EXTERNAL INFLUENCES ON BEHAVIOR, MH 301-6

To become acquainted with superego development and the significance of external influences in determining this aspect of mental functioning.

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SECTION Psychoeducational Seminars

SUBJECT DETERMINANTS OF BEHAVIOR

mcrel

time/due date: **Lecture, 45 minutes; break, 15 minutes; discussion, 1 hour and 30 minutes.**

Summary: Conscious and unconscious aspects of behavior; environmental and inherent determinants of behavior; correlation between teacher expectations and pupil behavior are discussed in this seminar.

UNIT ACTIVITIES:

Responsibility	ACTION
• Mental health specialist	**LECTURE** on psychic determinism and conscious and unconscious processes directing life and society. **See LECTURE TOPICS.**
• Student teachers	**CLASS DISCUSSION** following lecture. **See DISCUSSION TOPICS this unit.**

PERFORMANCE CRITERIA: Each student teacher must participate in discussion and demonstrate to the satisfaction of the instructor his awareness of conscious and unconscious factors affecting pupil behavior.

LECTURE TOPICS:

PSYCHIC DETERMINISM

1. Thoughts, feelings and actions have causes and can be understood in terms of antecedent conditions.
2. Much accumulated information from life experience is repressed into the unconscious.
3. Though repressed information may become unretrievable, it can affect subsequent behavior.
4. Our response to environmental conditions influences the way others respond to us.
5. Therefore, we must understand more about unconscious mental processes which shape our behavior and affect the world about us.

FREUD'S EXPLANATION OF THE UNCONSCIOUS

1. Man's unconscious is divided into unconscious and preconscious areas.

LECTURE TOPICS: (Cont'd.)

2. The unconscious includes strivings which have never become conscious to man.
3. Preconscious thought can become conscious quite easily.
4. The mind has many degrees of unconsciousness.
5. Consciousness of a mental event is dependent upon:
   - Magnitude of energy invested.
   - Intensity of resisting force.
6. Failure to recall events is often due to:
   - Pain.
   - Embarrasment.
   - Anxiety.
7. Existence of the unconscious is evidenced by:
   - Defense mechanisms.
   - Meaningful mistakes.
   - Slips of tongue.
   - Dream content.
8. These all represent unfulfilled desires or unconscious thought.
9. Early experiences affecting later behavior are repressed to the unconscious because:
   - Ego defenses have developed and insured their repression.
   - Lack of language development prevented experiences from being understood and symbolized by words for later recall.

DISCUSSION TOPICS:

DISADVANTAGED AREAS

1. Effects of economic and political forces in shaping or alleviating disadvantaged areas.
2. Role of education in alleviating negative processes working in disadvantaged communities.
3. Behavior in disadvantaged communities:
   - Management of material possessions.
   - Attitudes about future expectations.
   - Attitudes about own powers for social change.
4. Extent to which disadvantaged groups can help themselves:
   - Amount of control each individual has over his own behavior and environment.

DISCUSSION TOPICS: (Cont'd.)

- Limitations imposed by inherent or learned unconscious process.
- Limits imposed by one's physical environment and culture.

5. Amount and nature of external help needed.

CULTURAL DIFFERENCES

1. Reasons for cultural differences.
2. Characteristics of a culture group.
3. What culture groups can learn from each other.
4. Pros and cons of theories about inherent differences in race.

PUPIL BEHAVIOR

1. Emotions vented physically.
2. Limited motivation for classroom achievement.
3. Inability to relate personal experience to classroom discussions.
4. Need of external discipline.
5. Stresses on the family unit.
6. Ability to communicate.

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MH 301-3

SECTION Psychoeducational Seminars

SUBJECT MENTAL PROCESSES IN LEARNING

McREL

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time/due date: **Lecture, 1 hour; break, 15 minutes; discussion, 1 hour, 15 minutes.**

Summary: An analysis of the functional structure of mental processes according to psychoanalytic theory is covered in this seminar.

UNIT ACTIVITIES:

Responsibility	ACTION
• Mental health specialist	**LECTURE** on functional structure of mental processes.
• Student teacher	**CLASS DISCUSSION**

PERFORMANCE CRITERIA: The student teacher must participate in class discussion and in the opinion of the instructor demonstrate an awareness of pupils' cognitive functioning.

LECTURE OUTLINE: **PSYCHOANALYTIC THEORY OF MENTAL DEVELOPMENT** divides the dynamic processes of mental development according to function:

1. The id:
   - Reservoir of energy.
   - Unorganized and unreasonable.
   - Source of ego and superego.
2. Ego development:
   - Formation of memory library.
   - Ability to cope with external realities.
   - Differentiation of feelings and sensation.
   - Ability to hesitate between impulse and action.
   - Use of adaptive and defense mechanisms.
   - Development of primary thought processes (irrational thought): Operates on pleasure principle, illogical, timeless (demands immediate gratification), low tolerance for frustration, wishful thinking, superstition, fantasies and dreams—normal characteristics for young children but often retained by disturbed or deprived adults.
   - Development of secondary thought processes (rational thought): Operates on reality principle, develops at about 4 years, appreciates facts and need to communicate, thinks logically about environment, learns to make judgments and

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LECTURE OUTLINE: (Cont'd.)

form concepts, development hampered by under- or over-gratification, diminishes fear and develops skills, processes information from learning.

- Both modes of thinking are essential: Imagination and fantasy provide relief while realistic thought builds understanding of real life experience. Rational thought development is prerequisite for classroom performance.

3. Superego (conscience or ethical values):
   - Source of moral precepts, aspirations and values.
   - Ability to observe and control own behavior through internal system of reward and punishment.

DISCUSSION TOPICS:

THE ABOVE MATERIAL is considered in terms of:

- Classroom behavior.
- Impulsive conduct.
- Morals and values.
- Aspirations and wish for academic excellence.
- Pupil fantasies and superstition.
- Cognitive performance and development.
- Activities that make the world more comprehensible and manageable in thought.

BIBLIOGRAPHY:

BOOKS

Kessler, J. W. *Psychopathology of Childhood*, Englewood Cliffs, New Jersey, Prentice Hall, 1966.

Menninger, W. C. and Leaf, M. *You and Psychiatry*, New York, Charles Scribner's Sons, 1948.

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MH 301-4

SECTION Psychoeducational Seminars

SUBJECT INTERNAL MOTIVATIONS OF BEHAVIOR

mcrel

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time/due date: **Each of 3 lectures, 1 hour; break, 15 minutes; discussion, 1 hour, 15 minutes.**

Summary: Three lectures are on various internal forces causing children to act, which have influenced the establishment of their behavior patterns and defense mechanisms.

UNIT ACTIVITIES:

Responsibility

ACTION

- Mental health specialist and students

THREE LECTURES followed by class discussion of related questions:

LECTURE OUTLINE	**SUBJECT**
I	Sexual and Aggressive Drives
II	Sexual Drive and Education
III	Defense Mechanisms

PERFORMANCE CRITERIA:

Student teachers must give evidence during the discussion that in the judgment of the psychiatrist they:

Lecture I—Understand aggression to be potentially positive or negative and that the teacher has a responsibility for directing and helping the child in a positive direction.

Lecture II—Understand that the child's sexual strivings are a resource for academic motivation and that classroom relationships can influence or hinder learning.

Lecture III—Understand pupil usage of defense mechanisms, that they can be helpful in emotional development or harmful if overused.

LECTURE I SEXUAL AND AGGRESSIVE DRIVES:

CURRENT PSYCHOANALYTIC THEORY says the libido is composed of 2 kinds of unseen biological forces mobilizing individuals into action. These forces are normally fused, but often operate at cross-purposes with each other. They cannot be measured but are inferred from observed behavior.

AGGRESSIVE DRIVES

1. Inspire exploration of the world around us.
2. Help a child develop perceptual coordination and skill in manipulating external objects and events.

LECTURE I (Cont'd.)

3. Grow more intentional with age. Become aware of interference and its source.
4. Are subdued and channeled by positive ties with parents and social training.
5. Lend force to the child's expressions of love.
6. Cause destructive behaviors:
   - By-product of striving for mastery of outside world and for control over own body and mind.
   - May occur in response to a threat to self-preservation or from frustration of libidinal drive.

SEXUAL DRIVES

1. Normally fused with aggression; sometimes subdue aggression.
2. Deprived of love, aggression may become destructive, the behavior of a delinquent unaffected by punishment or admonition.

TEACHER'S ROLE

1. See aggression as normal.
2. Give constructive instructions.
3. Help child see significance of some of his aggressive behavior.

DISCUSSION TOPICS:

RELATING LECTURE MATERIAL TO CLASSROOM BEHAVIOR:

1. What behaviors are peculiar to inner-city children?
2. Why do they express their feelings so frequently through aggressive physical actions?
3. How do you get a pupil to turn aggressive actions into constructive learning experiences?
4. How do you handle pupil hostility?
5. Why is this behavior pattern so common to the inner city?
6. How much influence can teachers have in changing behavior and attitudes?
7. Examine specific cases to determine what factors cause aggression.

DISCUSSION TOPICS: (Cont'd.)

8. Suggest means for directing or redirecting certain behaviors.
9. What teacher attitudes and behaviors contribute most to an appropriate classroom climate?

BIBLIOGRAPHY:

BOOKS

English, O. S. and Pearson, H. J. *Emotional Problems of Living*, Norton, 1963.

Fraiberg, S. H. *The Magic Years: Understanding and Handling the Problems of Early Childhood*, New York, Charles Scribner's Sons, 1959.

Kessler, J. W. *Psychopathology of Childhood*, Englewood Cliffs, New Jersey, Prentice Hall, 1966.

LECTURE II SEXUAL DRIVES AND EDUCATION:

SEXUAL DEVELOPMENT Nature and effect:

1. **Oral period**—An avid interest in eating may reflect later learning habits of actively digesting knowledge and showing curiosity.
2. **Anal stage**—Child learns control of elimination.
3. **Phallic period (3 to 5 years)**—Very critical, affects child's self appraisal and relation to others; Oedipal stage—child-parent relationship important; formation of attitudes about competition and trust develop.
4. **Latency phase (6 to 10 years)**—Decreased interest in sexuality and aggression opens way for development of personal skills and knowledge of external environment. Stable personal relationships at this time give individual freedom to compete, take initiative for learning, trust teacher and accept assistance when necessary.
5. **Adolescence**—Upsurge of sexual and aggressive expression.

DISCUSSION TOPICS:

TRUST RELATIONSHIPS

1. Why do certain trust relationships evolve between a classroom pupil or pupils and the student teacher and between pupils, student teacher and cooperating teacher?
2. How do you develop a trust relationship with a child who has never had this experience?

LEARNING HABITS

1. How much influence can the teacher have on learning habits?
2. How do you motivate the child who has little initiative?
3. How do you help the child who is overly competitive?

DISCUSSION TOPICS: (Cont'd.)

4. How do you teach a child to value academic achievement?

CLASSROOM ATMOSPHERE

1. How does the teacher establish a classroom atmosphere conducive to learning?
2. How does the teacher establish a balance between friendliness and authority? Establish a feeling of warmth and care?
3. What is the teacher's responsibility for the personal needs of her pupils?

BIBLIOGRAPHY:

BOOKS

Fraiberg, S. H. *The Magic Years: Understanding and Handling the Problems of Early Childhood*, New York, Charles Scribner's Sons, 1959.

Menninger, W. C. and Leaf, M. *You and Psychiatry*, New York, Charles Scribner's Sons, 1948.

LECTURE III DEFENSE MECHANISMS:

PERSONALITY DEVELOPMENT Defense mechanisms are a part of personality development:

1. They reduce anxiety over conflicts between id impulses and environmental demands or personal conscience.
2. They help to integrate the ego.

REPRESSION A common defense mechanism which restrains sexual and aggressive impulses:

1. It makes unwanted feelings, memories or fantasies unconscious.
2. As a child learns to control behavior, it is a means of reducing anxiety over conflicts between his aggressive and sexual desires and the expectation of parents and environmental realities.
3. Repression differs from suppression. The former is unconscious forgetting; the latter, deliberate removal of thoughts from the conscious which may be recalled with little effort.
4. Repression is the basis of other defenses and prevents eruption of repressed material into consciousness.

EFFECTS OF REPRESSION Sometimes repressed thoughts aid the individual or society and sometimes otherwise. During the latency period, sexual cravings are repressed and this energy is redirected. **sublimated.** The child can now become

LECTURE III (Cont'd.)

more involved with others and with his environment: work at sustained tasks, grow in work skills, participate in group and social events. His id energies are changed by ego control into socially acceptable behavior such as interest in learning.

DEFENSIVE TECHNIQUES

1. Projection to people or things one's own attitudes and feelings. Anxiety is avoided by projecting undefined fears to scapegoats such as ghosts or thunder. The negative aspect of this behavior is that the child fails to recognize the real cause of his fears or misfortune. (Classification of a defense act is relative to the age at which it occurs. Acceptable behavior in a 2-year old differs at 6 or 7.)
2. Rationalization is an attempt to explain socially unacceptable behavior in virtuous or neutral terms.
3. Denial is related to a child's belief in the magical power of words. He believes he can alter reality by wishing it so. External events and internal feelings may be denied.
4. Isolation allows a child to compartmentalize his thinking and refuse to see obvious relations between events and feelings.
5. Undoing is the child's effort to do something positive to compensate for or erase previous negative behavior.

INHERENT DANGERS These defense mechanisms become destructive or pathological when much overworked. They may distort the child's view of the world and impede his further growth and relations with others.

DISCUSSION TOPICS:

USE ROLE-PLAYING to reenact classroom events that demonstrate the use of defense mechanisms. Continue to relate theory and situations.

USEFUL SITUATIONS

1. Pupil projection of hostility to others, especially teacher.
2. Teacher projected attitudes influencing classroom.
3. Pupil usage of energies in self-improvement.
4. Pupil accepting responsibility for what he has or has not done.

DISCUSSION TOPICS: (Cont'd.)

5. Pupil and teacher trying to relate personal feelings with classroom events and activities.
6. Classroom emotional problems: phobias, fantasies, pants wetting, etc.

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SECTION Psychoeducational Seminar

SUBJECT STRIVING FOR AUTONOMY

mcrel

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time/due date: **Lecture, 1 hour; break, 15 minutes; discussion, 1 hour and 15 minutes.**

Summary: Lecture and discussion explain ego development and the necessity for encouraging autonomy for normal child growth; the role of the educator in this process.

UNIT ACTIVITIES:

Responsibility	ACTION
• Instructor/ psychiatrist	**LECTURE** on ego development and the need for child autonomy. **See LECTURE TOPICS.**
• Student teacher	**CLASS DISCUSSION** on developing autonomy.

PERFORMANCE CRITERIA: Each student teacher must demonstrate during the discussion that he recognizes the need for pupil autonomy as a natural process to be encouraged.

LECTURE TOPICS:

EGO DEVELOPMENT

1. Ego development emerges when environment frustrates id impulses.
2. Ego evolves as the id is modified by learning, which delays, detours or substitutes id drives.
3. The ego is the portion of psychic functioning that relates to the external world.
4. It perceives the outside world, directs motor activity, remembers and compares events, makes decisions and expresses all these in words.
5. A 3 or 4 month old child has all the criteria for ego functioning except language, which will enable him to synthesize his experiences.
6. Ego activities established in early months:
   - Perceptual activity, particularly visual.
   - Motor ability.
   - Memory enabling one to associate sound and sight.
   - Reality testing—ability to know which items are edible.
7. These provide basis of knowledge about environment and for mastery of it.

LECTURE TOPICS: (Cont'd.)

SELF-AWARENESS

1. Soon after birth an infant begins to identify what is "self" and "not self."
2. Tasting and feeling help separate environmental and bodily entities.
3. In about 1 year an infant gains a complete image of self.
4. A toddler demonstrates an awareness of his separateness and his capacities.
5. He becomes able to delay his impulses and tolerate anxiety.
6. His intermittent negativism is an effort toward what Erikson calls personal autonomy.
7. Later he will develop autonomy of thought and action.

EFFECTS OF PARENTS ON SELF-AWARENESS

1. Stable relationships result when parents recognize child's readiness for additional growth and encourage this maturity.
2. Each step toward greater child autonomy creates differentiation between himself and his parent.
3. Too much parental assistance or child dependence may rob a child of his self-confidence resulting in inability to be independent or to give. He may regard the teacher's demands as impositions.
4. Too much expectation of a child may discourage his desire to explore his environment and learn from others.
5. Autonomy encourages a child to be productive, creative, generous and cooperative. He recognizes teacher's requests as aids to his learning.

WEAKNESS IN EGO FUNCTIONING CAUSES

1. Inability to tolerate delay.
2. Poor management of insecurity, anxiety and fear.
3. Incapacity to channel impulses into creative activity.
4. Tendency to think in magical terms.

LECTURE TOPICS: (Cont'd.)

JUVENILE DELINQUENTS

1. Possess most of above characteristics.
2. Seem unable to profit from previous mistakes, act impulsively.
3. Feel that by some magical process they will not get caught.

RESPONSIBILITY OF EDUCATORS

1. Recognize these natural strivings of the individual, tap them and give creative direction. As the child comes to grips with the real world he must:
   - Know it more intelligently,
   - Know how things are done,
   - Know the origin of things,
   - Know the outcome of relationships,
   - Then, give constructive organization to the picture.
2. Recognize the child's need for independence—even tolerate occasional rebellion.
3. When the child gets beyond his ability to cope with himself and his problems, provide the needed control for the sake of himself and the classroom activity.

DISCUSSION TOPICS:

DEVELOPING PUPIL AUTONOMY

1. How does the teacher help the child recognize his own need to be self-controlled and self-motivated?
2. How can the teacher place responsibility on the pupils for checking their own behavior?
3. Discuss ways to help pupils see the different results from emotions vented physically as opposed to emotions expressed carefully and creatively.
4. Find ways to help the child cope realistically with his fears, anxieties and insecurities.
5. How can you establish a classroom attitude that will encourage children to become involved and use their energies learning?
6. How can classroom activity be arranged to encourage the development of personal autonomy?
7. Name teacher characteristics which hinder or enhance pupil initiative.

DISCUSSION TOPICS: (Cont'd.)

8. Suggest ways of working with excessively dependent or withdrawn children.

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Association for Supervision and Curriculum Development. *Perceiving, Behaving, Becoming,* Washington, D. C., 1962 yearbook.

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MH 301-6

SECTION Psychoeducational Seminars

SUBJECT EXTERNAL INFLUENCES ON BEHAVIOR

mcrel

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time/due date: Lecture, 1 hour; break, 15 minutes; discussion, 1 hour and 15 minutes.

Summary: The effect of outside influences in developing value judgments for a child and its implication for the classroom are covered here.

UNIT ACTIVITIES:

Responsibility	ACTION
• Mental health specialist	**LECTURE** on the formation of the superego (or conscience) which is responsible for moral judgments and ideals, and the way other individuals influence children's values at different stages. **See LECTURE TOPICS.**
• Student teachers	**CLASS DISCUSSION** on lecture and its implications for educators. **See DISCUSSION TOPICS.**

PERFORMANCE CRITERIA: In the judgment of the instructor each student teacher must demonstrate during the discussion period his awareness of superego structure and function and the significance of his role in the classroom as an identification model.

LECTURE TOPICS:

SUPEREGO DEVELOPMENT

1. Superego structure, a development of the id, is also called conscience and comprises moral judgments and ideals.
2. Before 4 to 6 years of age a child has no developed conscience and simply complies with parental requests and prohibitions automatically as long as the parent is present.
3. With maturation, socially acceptable behavior, which has been reinforced positively or negatively, becomes internalized. Verbal skills enable a child to appraise his activities in terms of learned parental command. His newly formed internal checking system encourages self-control through awareness of ethical behavior with less need for external prohibitions. He learns that cooperation is the best system, therefore the rules include:
    - Relating to others.
    - Obedience.
    - Cleanliness.
    - Non-aggression.

LECTURE TOPICS: (Cont'd.)

EXTERNAL INFLUENCES ON SUPEREGO

1. In infancy, the mother is the chief influence.
2. Later, the practices of the parents (not their preachments) and their relationship with the child are the chief influence on the kind of person he will become. If the child sees his parents as significant and good, he will later identify with constructive individuals.
3. During adolescence, reexamination of values occurs. Influence of peers causes partial rebellion against parental standards as the child begins to seek new ideals outside the home.
4. Though changing influences seem more dramatic in pre-adolescent and adolescent years, new figures of authority continue to make an impact on an individual's value system.

EDUCATIONAL IMPLICATIONS

The teacher, as an authority figure, is one of the most important influences outside the family to sway a child's ideals. Therefore the teacher must:

1. Be cognizant of this role.
2. Be able to detect and handle wisely reactions which his role has brought about.
3. Be aware that sometimes he is a transference object for feelings generated by other significant persons. These feelings may be either negative or positive, and may be responsible for the pupil-teacher relation which evolves. They may affect the degree to which the student identifies with the teacher instead of anything emanating from the teacher.

BEHAVIOR RESULTING FROM SUPEREGO

1. A child's respect for rules and the requests of others exhibit strength or weakness of superego.
2. Delinquent behavior indicates absence or laxity of conscience.
3. If the child is able to complete a task without constant supervision, his superego is healthy. Parental and environmental influences have taught him to sublimate his primitive desires into socially valued behavior.
4. If he can enjoy learning for the sake of learning, he has a healthy superego.

LECTURE TOPICS: (Cont'd.)

5. He should be proud to do a task correctly though he may occasionally need reinforcement from teacher or parent.

TEACHER'S ROLE

A teacher who understands these sources of behavior will become aware of a cultural disparity between teacher and pupil values:

1. He must acquire knowledge of pupil mores, values, expectations, life styles.
2. He must become aware of deviant parental behavior patterns: uncooperative, rejecting or disinterested parents.
3. He must provide compensatory actions needed to improve pupil behavior. Example: The urban black children suffer most, as a group, from lack of normal family life and appropriate models. The family is usually centered around the mother and masculine roles are often seen as inconsistent, ineffectual and unpredictable.

DISCUSSION TOPICS:

THE SUPEREGO (PERSONAL VALUES) IN THE CLASSROOM

1. Pupil ideals and values and their influences on classroom performance and behavior.
2. Approaches for directing and redirecting pupil behavior, attitudes and activities.
3. Pupil motivation and perseverance in classroom activities.
4. Teacher expectations of pupils are individualized according to pupils' awarenesses and abilities.
5. Causes for different life styles.
6. Long range effects upon pupils who observe and come to value attitudes and ethics not stressed at home.

TEACHER RESPONSIBILITY

1. Accepting and working realistically with children from cultural backgrounds differing from their own.
2. Understanding and working constructively with transferred feelings—those from the teacher as well as the pupils.
3. Working with parents to improve pupil performance and teacher understanding.

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Holt, J. *How Children Fail*, New York, Pitman, 1964.

Hymes, J. L. *Behavior and Misbehavior*, New York, Prentice Hall, 1955.

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MH 301-7

SECTION Psychoeducational Seminars

SUBJECT CASE STUDY

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time/due date: **Selection of child—during first weeks of program while student teacher is observing; pupil interviews, 4 hours; parent interview and community observation, 2 hours; interview with professionals, 3 hours; report writing, 6 hours—due at the end of the term.**

Summary: Each student teacher is to select a child for a case study. Usually those selected demonstrate behavior problems or have multiple disabilities relative to classroom performance. The student teacher is encouraged to act within the limits of his capactiy in diagnosing and helping this one child.

INSTRUCTIONS: **THE STUDENT TEACHER** seeks information from parents, school counselors or any person who can contribute to an understanding of the child. **See Information Sheet, MH 301-8.** He schedules at least one session with the mental health specialist to discuss possible steps for helping the child, availability of help from other supportive professions and referral procedures. The completed report following the **Report Outline, MH 301-9,** is read and evaluated by the mental health specialist according to the performance criteria below.

PERFORMANCE CRITERIA: In describing the child, the student teacher must:

1. Be able to relate information from the psychoeducational seminar to the information processed about the child, his motivations and coping behavior, self-concept, cognitive performance and identification models valued.
2. Show that he is aware of a family style, relationships between the child and his parents and siblings, values stressed, kinds of support given and withheld in this relationship, ways these relationships are reflected in classroom involvement.
3. Show relationships between classroom performance, home environment and personal qualities of the child.
4. Demonstrate that he has made efforts to understand problem areas of the child and give realistic recommendations.

Student teacher's interest must be demonstrated during the term and reflected in the report.

MH 301-8

SECTION Psychoeducational Seminars

SUBJECT INFORMATION SHEET

mcrel

Summary: The student teacher uses this form as a guide to interviews of parents, school counselors or any other person who can contribute to an understanding of the child.

IDENTIFICATION:

Name ________________ Sex ________

Birthdate ________ Age ______ I.Q. ______ MA ______

Parent's Name ________________

Occupation ________ Address ________________

School ________________ Grade ______ City ________

Standardized test ________________ Score ________
(name of test)

Form ________________ Date ________

Areas of Strength ________________

Areas of Weakness ________________

Reading test scores ________________
test name date

Independent level ________________

Instructional level ________________

Frustrational level ________________

Possible causes of weakness ________________

____

Home description of learning problems ________________

____

School's description of learning problems ________________

____

PHYSICAL:

Vision test results ________________ glasses? ________

other? ________

Hearing test results ________________ evidence? ________

Present health: Adequate sleep ________________

Diet ________________

Other ________________

PHYSICAL: (Cont'd.)

Health history: Operations ____________________
Injuries ____________________
Allergies ____________________
Other ____________________

ENVIRONMENT:

Other people at home:

Relationship	Age	Educ.	Work?	Important Traits

Family income estimate ____________
Description of house____________________
Neighborhood ____________________
Socioeconomic level: Poverty ______; Marginal______;
Comfortable ______; or Luxurious ______
Has this level been constant through child's life? ____________
Physical care:
Adequate food? ____________________
Suitable clothing? ____________________
Care when sick? ____________________
Physical defects corrected? ____________________
Intellectual environment:
Language spoken at home ____________________

ENVIRONMENT:
(Cont'd.)

Newspapers, magazines & books available at home?

Is he encouraged to read?

Parental treatment:

- Is he loved or rejected?
- How disciplined?
- Regarded as stupid?
- Disappointed in him?

Sibling behavior:

- Do they boss or tease him?
- How do they regard him?

Family reactions:

- How does he feel about them?
- Does he hate or resent any family member?
- Does he misbehave to get attention?

Schoolwork:

- Is he helped?
- By whom?
- How?
- Results?

Spare time:

- Hobbies?
- Talents?
- Goals for future?
- Other interests?

Friends:

- What are they like?
- Does he get along with them?
- Does he ever play alone?

MH 301-8

McREL COOPERATIVE URBAN TEACHER EDUCATION PROGRAM MANUAL

SUBJECT Information Sheet

SECTION Psychoeducational Seminars

ENVIRONMENT: (Cont'd.)

Does he prefer younger children? ________

Is he a leader or a follower? ________

Maladjustments:

Nervous habits? ________

Poor eater or sleeper? ________

Any deviations from normal behavior? ________

____

Self regard:

Does he consider himself stupid? ________

Does he show discouragement or feel inferior? ________

____

Or use substitute forms of behavior? ________

____

Teacher's view:

What are your feelings toward the child? ________

____

PERSONALITY:

Outstanding personality trait? ________

Illustrate? ________

Child's interests: ________

Reading? ________

School? ________ Play? ________

Attitudes:

Toward teachers? ________

Schoolmates? ________

Family? ________

Emotional adjustment:

Moods? ________

Fears? ________

Reaction to frustration? ________

Degree of tension? ________

McREL COOPERATIVE URBAN TEACHER EDUCATION PROGRAM MANUAL

SECTION Psychoeducational Seminars

SUBJECT Information Sheet

EDUCATION HISTORY:

Age entered school ____________
Grades repeated ____
Attendance habits ____
How many schools attended? ____________________________________
Conduct notations? ____
Reading method used? ____
____
Identify reading problems ______________________________________
____
Possible causes of reading problems ____________________________
____
____

RECOMMENDATIONS:

Concerning instruction (especially reading) ______________________
____
____
For social adjustment ____
____
For parents and teachers who will cooperate. (Outline a remedial program.) ____
____
____
For medical examination or treatment ____________________________
____
Your realistic hope for this child ________________________________
____

REMEDIATION (OPTIONAL):

Techniques used and your reasons ________________________________
____
____
Results of these procedures ____________________________________
____

REMEDIATION (OPTIONAL): (Cont'd.)

Why did(n't) they work? ______________________________

____

____

EVALUATION OF RESULTS:

	Name	1st Score	Retest Score
Tests			

Your evaluation of above ______________________________

____

Any changes in child's regular schoolwork? ______________________________

____

Change in child's personality or behavior? ______________________________

____

______________________________ Date ______________

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MH 301-9

SECTION Psychoeducational Seminars

SUBJECT REPORT OUTLINE

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Summary:

This outline suggests some directions in which to look for meaningful material for the study of a child. One's ability to observe will grow as the course develops and it may not be possible to answer all questions at the outset. Also additional facts and observations that contribute to an understanding of the child may be added in the course of seminar discussions. Always obtain personal information discreetly. Do not ask direct questions or make notes in the presence of the child or his family. All of the following information which is applicable to your child's problem should appear in your written report.

IDENTIFYING INFORMATION:

GIVE SOURCES of your information:

1. First name of child, date of birth, grade placement, previous schools attended.
2. Describe the child's neighborhood briefly.
3. Is the child's home and family background typical of the neighborhood?
4. Age of parents.
5. Father's occupation.
6. Mother's occupation.
7. Ages of brothers and sisters and of any other persons living in the home.
8. Who assumes major responsibility for the children?

DESCRIPTION OF THE CHILD:

DESCRIBE THE CHILD, not the problem:

1. What does he look like? Size, speech, mannerism, dress, apparent vitality or lack of it.
2. Does he look older or younger than his age.
3. Describe his physical movements.

MAJOR PROBLEM OR PROBLEMS:

GIVE A VIVID DESCRIPTION of the problem behavior in narrative form. Give illustrative examples drawn from daily classroom experiences to make the child come to life for the group.

HISTORY OF THE PROBLEM:

INCLUDE the following answers in your explanation:

1. When was it first noted?
2. What efforts were made in the past to help the child?
3. With what results?
4. Have you noticed what incident or circumstance in particular stimulates the child's problem behavior: school subject, time of day, sequence of events, group interaction, teacher availability?
5. Does anything seem to increase or decrease the problem behavior?

THE CHILD'S BEHAVIOR:

ELABORATE YOUR ANSWERS as much as possible by giving examples:

1. Does this child's behavior seem age-appropriate, for the most part?
2. Have you noticed any special circumstances in which the child behaves maturely or immaturely? Dependently or independently? Apathetically or energetically?
3. When is he distractible or attentive? Restless or controlled?
4. Does he seem alert to what's going on or preoccupied?
5. Can you give some picture of his ability to tolerate frustration?
6. Does he do better with non-academic activities?
7. How does he cope with demands, attacks, approaches for friendship, rejection?
8. What kinds of limits does he require? Does he have the capacity to limit himself?

CHILD'S FEELINGS:

A MAJOR CLUE to the child's classroom difficulties will be his feelings. Try to give some idea of how this child feels about various things. You can judge by his facial expression, his words, his body posture, his behavior and your own intuition. There may be some unavoidable overlapping with the data in the above material, **The Child's Behavior**, for behavior is one basis for judging feelings. For example:

1. How does he seem to react when asked to do something?
2. How does he respond to being corrected?

CHILD'S FEELINGS: (Cont'd.)

3. Does he seem to prefer working alone or with a group or alone with you, his teacher?
4. How does he show anger?
5. What makes him angry or sad?
6. Does he cry?
7. What gives him pleasure? How does he show it? Does he giggle or clown?
8. How does he get along with adults? With children?
9. What does he like and what does he dislike?
10. Does he seem to know the difference between right and wrong?
11. How does he seem to feel about himself?
12. What is your impression of his feelings toward you?

TEACHER'S FEELINGS:

Mention particularly any of the above reactions which you feel are atypical for the child's age.

1. What is puzzling about the child?
2. What is likable about him?
3. What is hard to take about him?
4. Do you feel hopeful or discouraged about him?
5. Have you ever had any reason to be proud of him?
6. Does he ever irritate or anger you?

ELABORATE UPON YOUR OWN FEELINGS toward the child in any way that you wish.

HEALTH HISTORY:

LIST ANY MEDICAL CONDITIONS that may influence his school performance; physical defects, tendencies toward colds, headaches or other complaints. Does he attend school regularly?

LEARNING ABILITY:

GIVE TEST SCORES for intelligence level (date tested) and achievement scores (date tested).

1. How do you personally evaluate the child's ability and performance, apart from the tests?

LEARNING ABILITY: (Cont'd.)

2. Is there a significant discrepancy between his ability and performance?
3. Has there been any apparent deterioration in his school functioning over a period of time?
4. If the child has a learning problem, have you noticed any special behavior in connection with it?

SOME AREAS OF OBSERVATION might be:

1. Indicate the subjects in which he is strongest and/or weakest: reading, arithmetic or other.
2. How does he approach a book or a learning task?
3. Does he hand in assigned work?
4. Does he have any special talents?
5. Does he enjoy any one academic subject?
6. Does he ask for help?
7. Does he listen?
8. Does he remember or forget after learning?
9. Does he reverse letters, words or phrases?
10. How would you describe his thought processes—flexible or inflexible, logical, orderly or erratic and scattered?
11. Does he rely on manipulative concrete operations more than abstract ideas?
12. Does he show evidence of imagination? Humor?

EXPLAIN what you have tried so far to help this child.

* * * * *

SECTION Group Process Seminars

SUBJECT **UNIT PLAN**

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Summary: Activities during the group process seminars deal with definite stages of group development. The stages move from floundering to individual and group awareness and on to interdependent group functioning. No period is exclusively for personal awareness or group interdependence, but they are stressed more at certain times.

SETTING: **INFORMAL ATMOSPHERE** Students begin these group sessions upon entrance into the program and continue in them for the entire 16 weeks of the program. The meetings are held in a classroom, lounge or informal setting where casual dress and smoking are permitted. Each session is taped to be replayed for group examination and program development purposes. The tape recorder may be turned off at any time at the request of individuals in the group. The size of the groups vary from 20 to 35 from term to term and occasionally half-groups are more satisfactory.

PURPOSE: **SENSITIVITY AND OPENNESS** Personal conflict can be resolved more easily when one is aware of affective behaviors and open to new approaches to dissolving misunderstanding. Inclusion of group process sessions is based on the assumption that sensitivity and openness, characteristics of a democratic personality, will increase if student teachers are educated to respond to behavioral as well as educational needs of people and situations. A common omission in the education of most individuals today is failing to teach them to recognize and deal with inner feelings (Katan, 1961). Some research (Jacobs, 1957) suggests that affective behaviors develop much the same as cognitive behaviors as pupils are exposed to appropriate learning experiences.

BEHAVIORAL CHANGE Since "awareness of the necessity of change, belief in the validity of change and a strong motivation to change are not sufficient to bring about behavioral change" (Argyris, 1968), these sessions are designed not only to help student teachers become aware of affective behaviors, but also to "act out" feelings and thoughts, thereby exposing them to others in order to get meaningful feedback about their own actions and ideas. Exposure of feelings often increases one's understanding of conflict situations since information is gained

PURPOSE: (Cont'd.)

about oneself and others. The student teacher becomes aware of discrepancies between his behaviors and those expected in democratic involvements. Skills in handling personal relationships and in resolving conflicts improve from the interchange in the group. Also personal exposure of feelings creates a need in the individual to gain group support.

PSYCHOLOGICAL SAFETY Certain prerequisite conditions are necessary to the right kind of group learning experience. Before anyone will expose his feelings to members of the group, a climate of psychological safety must be established. Conditions which facilitate this climate of safety are:

- The group must meet for a relatively long time.
- The staff must behave reassuringly.
- Sessions must be regarded as a temporary learning experience.
- The group itself must make supportive efforts and use non-evaluative responses.

If these conditions exist, individuals will begin to "unfreeze" and will discuss personal behaviors and problems (defense mechanisms and personal incompetence).

FEEDBACK Receiving meaningful feedback from others is a valid means of learning about affective behavior. It is valued in mental health as a means of facing reality. It is also valuable in developing democratic interaction through communication (Bradford, Gibb and Benney, 1964). Whether an individual's behavior is influenced by these sessions depends upon his desire for change, his feeling of "safety" and his willingness to be involved and to be receptive to the feedback.

CONTRIBUTING TO GROUP A second assumption of this sensitization effort is that the student teacher, having increased in personal awareness, sensitivity to others and effective interpersonal relationships (Krathwohl, 1967), will use this knowledge to contribute to his immediate group more effectively. This often multi-racial "micro-society" gives the student teacher an environment to discern and analyze behaviors that facilitate or inhibit group functioning and interracial harmony. Advocates of sensitivity training agree that it helps the individual appreciate the problems of personal and group behavior and thus enables him to set realistic goals for himself, (Campbell and Dunnett, 1968).

PURPOSE: (Cont'd.)

SHARING The third specific function of these group sessions is to share ideas and discuss problems relevant to the teaching situation. In the inner city, classroom discipline is a major concern. Here is an opportunity to discuss cases, share constructive solutions and distinguish behavioral problems due to classroom management from those caused by personal problems of pupils or teacher. Understanding group behavior can focus on the classroom or be expanded to include parents and the rest of inner-city society. Thus the group sessions serve as a resource center for improving skills in resolving personal, interpersonal and group conflict. Increased information and support from his peers help the student teacher cope with the new vocational and environmental experience.

REALITY TESTING Theoretically these sessions are designed to move directly toward reality testing. The participants learn to initiate and direct their own behavior and to examine their attitudes and behaviors and the situations in which these occur as realistically as possible. A desired outgrowth of this activity is personal development toward Maslow's self-actuated individual. The self-actuated individual can deal realistically with here-and-now events being aware of past influences and future consequences. They are primarily self-supportive but capable of being part of a group and influenced by others.

OVERALL OBJECTIVES:

MENTAL HEALTH objectives emphasized during this part of the program are:

1. To discover and discuss unresolved conflicts and feelings about themselves and others.
2. To maintain optimal morale during the term.

SEMINAR OBJECTIVES:

SENSITIVITY SESSION, MH 302-2

To acquaint students with one another and the objectives of the program.

STRUCTURE OF A VIABLE GROUP, MH 302-3

To establish a functional group structure in which the students can be comfortable.

PERSONAL AND INTERPERSONAL AWARENESS, MH 302-4

To enable students to be aware of their own and each other's feelings, attitudes and behaviors.

SEMINAR OBJECTIVES: (Cont'd.)

INTERDEPENDENCE IN PROBLEM SOLVING, MH 302-5

To teach students how to resolve conflicts they encounter and to maintain an optimal morale regarding their work.

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MH 302-2

SECTION Group Process Seminars

SUBJECT SENSITIVITY SESSION

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time/due date: **One 3-hour session.**

Summary: These sensitivity sessions are exercises in self-awareness and group awareness.

UNIT ACTIVITIES:

Responsibility

ACTION

- Instructor

EXPLAIN AND DIRECT exercises found under **Sensitivity Sessions.** This first group session differs from those following in that a structured effort is made to help students get acquainted and to be introspective about personal and interpersonal relationships. During this awareness session, students are asked to reflect on the questions: Who am I? Who are you? Who are they? The instructor then initiates several activities to help students feel part of a cohesive group. These activities include:

1. Reflecting quietly about personal attitudes, self-perceptions and interpretation of how one is perceived by others.
2. Interviewing each other and then introducing the person interviewed to the group to gain insights as to how well one "sells" himself in communication.
3. Role-playing a teacher-pupil situation where the pupils are from low-income, inner-city homes and the teacher has a middle-class background.
4. Leading an individual blindfolded through a prearranged course in the building as a trust exercise.
5. Putting a puzzle together while having limited perception (blindfolded with another person giving instructions).

FOLLOWING EACH EXERCISE the group discusses the response and offers opinions and alternative suggestions.

PERFORMANCE CRITERIA: Student teachers must participate in these activities and contribute to group discussions.

SENSITIVITY SESSIONS:

WHO AM I?
This activity stresses the ability to **listen** to another, comprehend what he is saying and be able to explain it. In Part 3, the student is led to discover individual qualities and differences in others:

SENSITIVITY SESSIONS: (Cont'd.)

1. "Who am I?" Student teachers think quietly to music for 5 minutes about describing their own individuality.
2. "Who are you?" Students are divided into 2 groups. Each member of Group A interviews one member of Group B for 5 minutes to gather biographical information.
3. "Who are they?" Group A members introduce their corresponding Group B member to the rest of the group.

WHO DO YOU TRUST?
Exercises in learning to trust and in giving and following directions:

1. Students are divided into pairs, one of whom is blindfolded. The other leads him around, past other people and obstacles, up and down stairs, etc.
2. Small groups of students are blindfolded and try to work a puzzle. After an interval, one in each group takes off his blindfold to help the others.

BLINDFOLDED STUDENTS learn the frustrations of depending upon another's directions. All students learn the negative value of too much help, a situation which can occur in the classroom.

ROLE-PLAYING:

PROBLEMS OR QUESTIONS WHICH ARISE during the class day are often converted into a play where the students also wear masks (of the child, the teacher, the black mother, etc.) to help them escape their own culture and behavior patterns in acting out various solutions to problems that arise.

NOTE: Role-playing is a valuable instructional device which may often be used in the classroom to answer questions with alternate solutions.

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SECTION Group Process Seminar

SUBJECT STRUCTURE OF A VIABLE GROUP

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time/due date: **Two weeks—four 1½-hour sessions, 2 per week.**

Summary: Free-floating discussion periods (after an initial explanatory session) are designed to cause the group to create the amount of group structure they require.

UNIT ACTIVITIES:

Responsibility — ACTION

- Mental health specialist

EXPLAIN to group that lack of seminar structure is designed to enable them to discuss freely any problems: personal reactions and relationships and approaches to problem solving. They may use these sessions to gain information or support during their teaching interim.

ATTENDANCE is not taken and students are free to come and go without explanation.

MENTAL HEALTH SPECIALIST is always present:

1. To coordinate discussions.
2. Act as a resource person for technical information.
3. To be a model of behavior—exhibiting an accepting, undefensive open attitude and supporting the development of this attitude by others.
4. Though he does not lead the discussions, he must retain the general idea of the task and encourage a general movement from self awareness toward a period of interdependent group functioning.
5. He must understand personal and group dynamics in order to diagnose difficulties and establish growth in the right direction. The feedback from him is primarily behavior oriented.

- Student teachers

DISCUSSION
See Discussion Topics: Probable Student Behavior, this unit.

RESOURCES are limited to verbal or behavioral stimuli provided by students in group discussion.

McREL COOPERATIVE URBAN TEACHER EDUCATION PROGRAM MANUAL

SUBJECT Structure of a Viable Group SECTION Group Process Seminars

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PERFORMANCE CRITERIA: Student teachers must move from the initial period of floundering to establish a satisfactory structure for a more personal relationship in the group.

DISCUSSION TOPICS:

PROBABLE STUDENT BEHAVIOR

1. **Initial responses** At first, these sessions seem groping and without purpose but initial responses are examined and reacted to by the group and mental health specialist for learning purposes.
2. **Disagreements** Students have the right to disagree without fear of penalty. The only requirement is that conflicting opinions should be supported with facts or data. Program criticisms usually indicate ambivalent feelings about structure for the class and the program. The student teachers resent not having anything to do yet they want to organize the seminar and even certain parts of the program. Conflict over lack of structure in the seminar is resolved with students offering constructive suggestions for organization.
3. **Fear** Emotional responses during this initial stage are usually related to fear:
   - Fear of the unknown.
   - Feelings toward authority and systems of the establishment.
   - Student reactions to authority toward the staff, the program, the school system, education in general and particularly the mental health specialist because he is present and a member of the establishment.
   - Fear of facing the classroom and inner-city pupils: Are these real or imagined fears? Efforts are made to see the classroom from the pupil's viewpoint.
   - Concern about being "flanderized." This provides a basis to discuss their defense mechanisms and the advantages and disadvantages they create.
   - Feelings of personal inadequacy. Limitations of previous education, insufficient practical experience, lack of knowledge of theory create anxiety. Students are encouraged to organize presentations and alternative plans. Students remind themselves that competence comes with experience.

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MH 302-4

SECTION Group Process Seminars

SUBJECT PERSONAL AND INTERPERSONAL AWARENESS

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time/due date: **Six weeks—twelve 1½-hour sessions.**

Summary: These sensitivity sessions are unstructured seminars dealing with personal and racial differences and problems which develop from the interaction between student teachers and the inner-city school and community.

UNIT ACTIVITIES:

Responsibility: ACTION

- Mental health specialist

SEMINAR Channel the discussion periods in areas of personal responses and racial differences so that students increase awareness of their own and others' feelings and attitudes. See significant questions under **Seminar Topics.** Use role-playing where helpful.

- Student teachers

ATTEND AND PARTICIPATE in group discussions.

PERFORMANCE CRITERIA:

In the judgment of the mental health specialist, each student must demonstrate that he can:

1. Raise questions and talk to others about his and their behavior, attitudes and feelings.
2. Give and accept feedback.
3. Accept the fact that people differ and his own behavior may be called into question.
4. Recognize some of his strengths and weaknesses.
5. Recognize subjective elements operating in his expressions.

SEMINAR TOPICS:

AS TENSIONS DEVELOP during the first 8 weeks of classroom observation, seminars and community activity, the group passes from the initial floundering period to concern about personal behaviors and reactions. Students have become aware of:

1. Differences in personal responses.
2. New insights about the inner-city community.
3. Additional information about the school system.

SEMINAR TOPICS: (Cont'd.)

SEPARATING PROBLEM VARIABLES

Significant questions in attacking problem situations are:

- Who is acting or speaking?
- Who is the respondent or respondents?
- What are the situation variables?
- What is the behavioral or verbal content in the response?
- What inferences are being made by the group about this behavior or verbal responses?

PARTICIPANTS WORK TOGETHER on these questions in coming to a better understanding of personal responses to situations.

DISCUSSION TOPICS:

INDIVIDUAL AND GROUP characteristics and reactions to the inner-city:

1. **Vocal reactions** Should one face conflicts and issues as openly and realistically as possible or restrain self-expression for fear of increasing conflict? Is honesty always "the best policy"?
2. **Silence** as well as vocalizing is noted as a means of control.
3. **Authenticity of feelings** is seen as a prerequisite to any forms of self-expression.
4. **Avoidance** of certain subjects in conflict areas: racial issues and personal problems.
5. **Related** to this awareness is the discussion of personal reactions: prejudices, inhibitions, anxieties, hostilities. Constructive solutions are sought for overcoming racial and personal barriers to effective group and community relationships. The multi-racial student teacher group is seen as a micro-society for understanding racial problems. Interchanges in the group will reflect problems to be faced in the classroom and community.

REACTIONS to inner-city environment and the life-style of disadvantaged families: **(See Weekend Live-In, SOC 203-3)**

1. Common topics after the live-in include:
   - Parental care.
   - Cleanliness.
   - Management of material possessions.

DISCUSSION TOPICS: (Cont'd.)

- Three-generation matriarchy and its influence on the classroom.
- Discipline.
- Health.

2. Reactions to community experiences:
   - Responses to community organizations.
   - Inner-city representatives who speak in seminars.
   - Guided tours.
   - Classroom observations.

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MH 302-5

SECTION Group Process Seminars

SUBJECT INTERDEPENDENCE IN PROBLEM SOLVING

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time/due date: During the last 8 weeks, meetings are scheduled twice weekly for 1½-hour sessions. Alternating meetings are for elementary and secondary student teachers. Each student attends one session each week.

Summary: Seminar discussions deal with the daily conflicts of a practicing teacher.

UNIT ACTIVITIES:

Responsibility — ACTION

- Mental health specialist — **SEMINARS** The instructor encourages the development of discussion topics which relate to problems of the practicing classroom teacher.
  See PROBLEM AREAS this unit.
- Student teacher — **BRINGS CLASSROOM PROBLEMS** for discussion and contributes to the solution of class problems.

PERFORMANCE CRITERIA: Each student teacher should give evidence that, in the judgment of the mental health specialist:

- He can make efforts to work with others in resolving problems.
- His attitude toward his work and relationships during the term are primarily positive.
- He has made progress toward a broader and more accepting view of others and life in general.

PROBLEM AREAS: **AFTER CLASSROOM TEACHING** begins, the focus of most seminar problems shifts to relationships with pupils, parents, cooperating teachers and the school system along with the specific problems of classroom presentations and subject matter. The student teacher is no longer an observer but is increasingly involved in these situations personally. He is urged to work them out interdependently with the group, sharing and receiving ideas. Occasionally problems arise which require additional information from outside the group.

CLASSROOM BEHAVIOR: **AMOUNT OF CONTROL** in the classroom depends upon:

- Teacher preference.
- Need for a working atmosphere between teacher and pupils.
- Teacher making her expectations known to pupils.
- Expectations of society and future citizenship which the pupil will need to understand later.

CLASSROOM BEHAVIOR (Cont'd.)

BEHAVIOR MODIFICATION TECHNIQUES are necessary where pupils need to develop more self-control. Consider:

- What is happening?
- Who does it upset?
- Why are they upset?
- What has been tried up to now?
- How has it been tried?
- What options do you have?

INTERESTING AND RELEVANT TEACHING is seen to be one of the most successful means of behavior control.

PARENTAL ASSISTANCE:

STUDENT TEACHERS usually feel that becoming acquainted with parents will:

- Contribute insights for managing pupil behavior and therefore,
- Avert many problems.

ESTABLISHING A COOPERATIVE RELATIONSHIP with parents requires:

- Letting the parents know you are interested in the child's welfare.
- Asking them for suggestions as to how the child might be managed or encouraged.
- Getting samples of his behavior at home.
- Informing them of good as well as bad behavior.

RELATIONS WITH COOPERATING TEACHERS:

AMBIVALENT FEELINGS Cooperating teachers often create ambivalent feelings. The student recognizes the need to adjust to the experienced teacher's established framework but also desires to initiate his own plans and ideas. In time the student recognizes the rationale for the cooperating teacher's rules of management. Areas of concern here are:

- Accepting the cooperating teacher's limitations and plans.
- Getting more feedback from the cooperating teacher on the teaching performance of the student.
- Developing a compatible work relationship.

STANDARDS AND SCHOOL SYSTEMS:

CONFLICTS often occur over:

- School standards of dress.
- Rules and requirements for school personnel.
- Classroom presentations.
- Subject matter and textbooks.
- Employment status and stability.